

Connecticut State University System

Developing a State of Minds

BR#2000-92



RESOLUTION

concerning

LICENSURE AND ACCREDITATION
for a
DOCTORATE IN EDUCATION
IN
EDUCATIONAL LEADERSHIP
at

SOUTHERN CONNECTICUT STATE UNIVERSITY

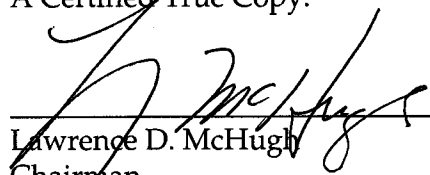
November 2, 2000

- WHEREAS, By Board Resolution #98-29, the universities of the CSU System were encouraged to proceed to develop an implementation plan or plans leading to a program(s) offering a doctorate in education, referred to hereafter as the Ed.D. degree, and
- WHEREAS, In response to BR #98-29, Southern Connecticut State University, which has a long history and strong reputation in the offering of quality graduate work in teacher education, has come forward with a Ed.D proposal analogous to the proposal by Central Connecticut State University approved by the Board in July 2000, and
- WHEREAS, Given that the observations of the Board in 1998 remain valid in 2000, mainly that the Connecticut State University System is authorized by statute to have "special responsibility for the preparation of personnel for the public schools of the state," including master's degree programs "and other graduate study in education," and that recent data indicates a market need for a terminal, practitioner's doctoral degree in education, and
- WHEREAS, Southern's proposal is distinct from Central's and there clearly is sufficient demand for Ed.D's offered by both Universities, and
- WHEREAS, The University has included provisions in the Ed.D. proposal assuring that there be no diminution of senior faculty teaching assignments, particularly at the undergraduate level, and no supplanting of senior faculty with less prepared instructors as a result of any doctoral program, as was stipulated by the Board in #98-29, and

WHEREAS, In separate actions, the Board has approved a revision of the System mission statement and the mission statement for SCSU that recommends degree authority for "applied doctoral programs consistent with its historical mission," therefore, be it

RESOLVED, That under the authority granted to the Board of Trustees of the Connecticut State University System in Chapter 185b, Section 10a-87 and 10a-149 of the Connecticut General Statutes, the Chancellor of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. degree in Educational Leadership to be presented by Southern Connecticut State University.

A Certified True Copy:


Lawrence D. McHugh
Chairman

ITEM

Doctorate in Education in Educational Leadership at Southern Connecticut State University

BACKGROUND

By Board Resolution #98-29 the universities of the CSU System were encouraged to proceed to develop plans to offer a doctorate in education commonly referred to as the Ed.D. degree. It also should be noted the Connecticut State University System is authorized by state statute to have "special responsibility for the preparation of personnel for the public schools of the state" including master's degree programs "and other graduate study in education." A study commissioned by the BOT in 1998 indicated a market need for a terminal, practitioner's doctoral degree in education and there appears to be high interest among CSU alumni and other clientele. Southern Connecticut State University has now come forward with a proposal to offer an Ed.D. in Educational Leadership. In July 2000, the Board approved a similar proposal from Central Connecticut State University. The Board's recommendation was submitted for approval by the Board of Governor's for Higher Education but its action has not occurred pending a revision in mission statements for the CSU System. Revisions in the CSU System have been approved and a SCSU Mission revision is awaiting BOT action.

ANALYSIS

SCSU's proposed Ed.D. builds on the University's long history and strong reputation in the offering of quality graduate work in teacher education and is consistent with SCSU's ongoing effort to attain accreditation by the National Council for the Accreditation of Teacher Education (NCATE). Offering the Ed.D. is congruent with SCSU's mission and its strategic plan and also reflects a logical progress from normal school, to undergraduate school, to a University with Master's degrees and Sixth Year Certificates, and now to the authority to offer a limited selection of applied doctoral degrees as stipulated in the mission revision aforementioned. The Ed.D. in Educational Leadership does not duplicate or compete with the University of Connecticut which offers a research-oriented, Ph.D. in Education. SCSU's Ed.D. - as is the case with CCSU's Ed.D. - will be far more accessible than other doctoral degrees in Connecticut either at UConn or in the independent sector. UConn's Ph.D. is open to a limited number of students seeking the original research objectives of such a degree. Ed.D.'s at the University of Hartford and the University of Bridgeport are limited in enrollment and significantly more costly than SCSU's proposed Ed.D. There is sufficient demand for doctoral degrees and adequate distinctiveness between the Ed.D. degrees proposed by CCSU and SCSU to enable both to attract appreciable enrollments.

Final approval of the requests by CCSU and SCSU, in addition to mission revision which is underway, will require a statutory change in view of the fact that the statutes currently designate UConn as the exclusive public doctoral degree granting institution. CSU expects to seek a statutory change that will alter this restriction.

CHANCELLOR'S RECOMMENDATION

Authorize Southern Connecticut State University to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. in Educational Leadership.

President Adanti indicated that his executive team has been working on revisions to Southern's strategic plan which will be circulated to the entire university community for comment.

President Carter reported that Eastern continues to promote academic excellence and recently received a grant from the Connecticut Distance Learning Consortium for educational technology to develop an online Masters of Science Degree in Accounting.

President Carter informed the trustees that assets for the ECSU Foundation, Inc. are at \$2.7 million and they hope to raise \$1 million this year.

President Roach reported that the dedication of two new or renovated facilities at Western—the Ruth Haas Library and Truman A. Warner Hall—were recent examples of improving and strengthening academic excellence. He mentioned a successful program of mentors for new faculty to help integrate and acclimate new faculty into the community.

President Roach indicated that student concerns regarding food service, lighting and security are being addressed and on the most recent student survey, 96% would recommend Western to a friend.

ACADEMIC AFFAIRS COMMITTEE

Mr. Doyle reported that the following resolution revises the Mission Statement for Central Connecticut State University that was originally approved by the Board in February 1999. The revision adds a line to the "Fulfilling the Mission" portion of CCSU's Mission Statement to read: "Central Connecticut State University is, above all else, about teaching students *at the baccalaureate, master and doctoral levels consistent with our historical mission.*" This action is necessary in view of the position taken by the Department of Higher Education that the Ed.D. authorized by the Board of Trustees in July for Central Connecticut State University will not be reviewed unless the mission statements of the CSU System are amended.

Mr. Doyle moved approval of the resolution. Ms. Eberhard seconded the motion and it was approved by all except Mr. Outley who abstained.

WHEREAS, Section 10a-89 of the Connecticut General Statutes requires the Board of Trustees for the Connecticut State University System to develop the Mission Statements of the University System, and

- WHEREAS, The existing Mission Statement of Central Connecticut State University System was adopted by the Board of Trustees in its Resolution No. 99-2 on February 5, 1999, and
- WHEREAS, The Department of Higher Education has indicated that missions statements for the CSU System should more clearly articulate that offering applied doctoral degrees is part of this mission, if the CSU universities intend to seek the authority to offer Ed.D. degrees, and
- WHEREAS, A proposal for an Ed.D. program at Central Connecticut State University (CCSU) was approved by the Board July 14, 2000, and
- WHEREAS, The System Mission was revised by Board action on October 5, 2000 to create the following language which prescribes the array of doctoral degrees that are appropriate within the CSU System for its constituent universities:
- A CSU education leads to baccalaureate, graduate and professional degrees, including applied doctoral degree programs consistent with its historical missions of teacher education and career advancement.*
- WHEREAS, Central Connecticut has come forward with a revision to its mission which is congruent with and limited by the October 5, 2000 revision in the System Mission, therefore be it
- RESOLVED, That the Board of Trustees for the Connecticut State University System hereby repeals Board Resolution No. 99-2 pertaining to Central Connecticut State University, and adopts the attached revised Mission Statement for CCSU, and, be it further
- RESOLVED, That pursuant to Section 10a-6 of the Connecticut General Statutes the Chancellor of the Connecticut State University System is directed to submit the revised Mission Statement of the Central Connecticut State University to the Board of Governors for Higher Education for its review and appropriate action.

CENTRAL CONNECTICUT STATE UNIVERSITY

Mission Statement

Central Connecticut State University is a community of learners dedicated to teaching and to scholarship. We encourage the development and application of knowledge and ideas through research and outreach activities. We prepare students to be thoughtful, responsible and successful citizens.

Fulfilling the Mission

Central Connecticut State University is, above all else, about teaching students at the baccalaureate, master and doctoral levels consistent with our historical mission. Our research endeavors improve us as teachers and expose our students to methods of inquiry. The public service expected of all members of our community benefits our society—local and global—and builds our sense of citizenship.

We value the development of knowledge and its application in an environment of intellectual integrity and open discourse. We expect that members of the university will engage in activities ranging from basic research and the creation of original works, to helping individuals and organizations achieve success in purely practical endeavors. All these activities enrich our community of learners.

As a public university, we receive support from the state of Connecticut. We have two designated Centers of Excellence and many nationally accredited programs. We take very seriously our commitment to provide access to higher education for all citizens in this State who can benefit from our offerings. Our high expectations for ourselves contribute to the fine quality and continuous improvement of our undergraduate and graduate programs. We believe that quality and access are compatible and simultaneously achievable; our objective is to provide the support needed for our students to reach their full potential.

We also believe that higher education should promote the personal and social growth of our students, as well as their intellectual achievement and professional competence. We provide various opportunities for students to engage in activities or to join organizations and clubs where they develop leadership and other social skills. We foster a welcoming environment in which all members of our diverse community receive encouragement, feel safe, and acquire self-confidence.

Vision Statement

Central Connecticut State University aspires to:

- be the premier public comprehensive university in Connecticut, with teaching as its primary focus, enhanced by the dynamic scholarship of its faculty;
- be highly regarded by its many constituents;
- be a significant resource contributing to the cultural and economic development of Connecticut;
- be global in its perspective and outreach; and
- be widely respected as a university dedicated to innovative, activity-based, life-long, and learner-centered higher education.

Mr. Doyle explained that the following resolution revises the Mission Statement for Southern Connecticut State University originally approved by the Board in November 1998. The revisions adds a line to the SCSU's Mission Statement to read: "SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, *including applied doctoral degree programs consistent with its historical mission.*" As with CCSU, this action is necessary in view of the position taken by the Department of Higher Education that the mission statements of the CSU System must be amended before consideration of the Ed.D proposals by the Board of Governors.

Mr. Doyle moved approval of the resolution. Fr. Sullivan seconded the motion and it was approved by all except Mr. Outley who abstained.

- WHEREAS, Section 10a-89 of the Connecticut General Statutes requires the Board of Trustees for the Connecticut State University System to develop the Mission Statements of the University System, and
- WHEREAS, The existing Mission Statement of Southern Connecticut State University System was adopted by the Board of Trustees in its Resolution No. 98-63 on November 8, 1998, and
- WHEREAS, The Department of Higher Education has indicated that missions statements for the CSU System should more clearly articulate that offering applied doctoral degrees is part of this mission, if the CSU universities intend to seek the authority to offer Ed.D. degrees, and
- WHEREAS, A proposal for an Ed.D. program at Southern Connecticut State University (SCSU) is awaiting approval by the Board, and
- WHEREAS, The System Mission was revised by Board action on October 5, 2000 to create the following language which prescribes the array of doctoral degrees that are appropriate within the CSU System for its constituent universities:
- A CSU education leads to baccalaureate, graduate and professional degrees, including applied doctoral degree programs consistent with its historical missions of teacher education and career advancement.*
- WHEREAS, Southern Connecticut has come forward with a revision to its mission which is consistent with the October 5, 2000 revision in the System Mission, therefore be it
- RESOLVED, That the Board of Trustees for the Connecticut State University System hereby amends the portion of Board Resolution No. 98-63 pertaining to Southern Connecticut State University, and adopts the attached revised Mission Statement for SCSU, and, be it further
- RESOLVED, That pursuant to Section 10a-6 of the Connecticut General Statutes the Chancellor of the Connecticut State University System is directed to submit the revised Mission Statement of the Southern Connecticut State University to the Board of Governors for Higher Education for its review and appropriate action.

SOUTHERN CONNECTICUT STATE UNIVERSITY

Mission Statement

The Mission:

The mission of SCSU is to enhance its position as the preeminent comprehensive metropolitan public university of the State of Connecticut. As a learning community grounded in the values of liberal education, SCSU is committed to students distinguished by their intellectual competencies, their skills for flexible adaptation to global change, and by their habits of cultural enrichment for life-long inquiry. As the lead institution for advanced study in the CSU system, SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, *including applied doctoral degree programs consistent with its historical*

mission. As an academic environment, SCSU is committed to innovative teaching strategies and to scholarship and creative activity that produces knowledge, refreshes faculty expertise and amplifies teaching effectiveness.

To fulfill this mission:

- ❑ SCSU will build on the strengths and values of current programs and services. The University will continue to respond to the evolution of society by enhancing current programs and developing additional ones to meet the changing needs of the state, the nation and the world.
- ❑ SCSU embraces its responsibility to design a culture of competencies in which undergraduate learners demonstrate ability to investigate, question, appreciate, communicate, collaborate, evaluate, and adapt to change. The University encourages learners to value responsible citizenship, sensitivity toward others, historical and cultural diversity, and awareness of the global environment. Undergraduates master both a well-defined general education curriculum in the liberal arts and sciences and a coherent major field of study.
- ❑ SCSU presents programs of advanced study that offer advanced learners state-of-the-art professional preparation and quality learning experiences. The University regards career preparation and placement of graduates as one of its greatest strengths and highest priorities. Learners meet the most rigorous expectations of their chosen professions, so that they may better serve Connecticut's schools, businesses, and health and human services.
- ❑ SCSU will continue its service to Connecticut's diverse communities. The University will improve collaboration with the social, economic, educational, cultural and community institutions that comprise its region. SCSU will expand its range of accessible cultural and social programs responsive to community interests.
- ❑ SCSU will continue vigorously to foster teaching excellence and the most progressive teaching strategies. The University seeks to match attention to the latest information and learning technologies with traditional methods of classroom and non – classroom learning. SCSU generates knowledge and advances its transmission to the academic community through the scholarship and creativity of the faculty. The University encourages all those who work and study at SCSU to pursue engagement in their disciplines, and to keep current with the information and skills required by all academic fields, occupations and professions. SCSU
- ❑ SCSU commits itself to strive for continuous quality improvement in all its efforts. The University continually will verify the effectiveness of this mission and its accompanying agenda through systematic self-evaluation and assessment of outcomes.

Mr. Doyle presented the following resolution concerning the licensure and accreditation for an Ed.D. in Educational Leadership at Southern Connecticut State University. He remarked that the materials submitted by SCSU and presentations by SCSU representatives during the Committee's deliberation indicated substantial interest for this degree among SCSU alumni and K-12 educators across the State. In response to previous inquiries by the Committee, additional information on SCSU's expected efforts to assure diversity in its applicant pool and on several other matters were provided

during the meeting by SCSU spokespersons. The Committee was satisfied by these assurances and feels that SCSU's Ed.D. is a well-crafted, practitioners degree and is a significant and highly appropriate extension of System and University missions. The Committee was impressed particularly by the concern for quality reflected in the Proposal, especially the requirement that persons applying for admission to the Ed.D. must participate in a pro-seminar and that performance therein will constitute a major criterion for admission. Mr. Doyle indicated that a copy of the full proposal was included with the materials today.

Mr. Doyle moved approval of the resolution. Mr. Mengacci seconded the motion and it was approved by all the trustees with the exception of Mr. Carte and Mr. Outly who abstained.

WHEREAS, By Board Resolution #98-29, the universities of the CSU System were encouraged to proceed to develop an implementation plan or plans leading to a program(s) offering a doctorate in education, referred to hereafter as the Ed.D. degree, and

WHEREAS, In response to BR #98-29, Southern Connecticut State University, which has a long history and strong reputation in the offering of quality graduate work in teacher education, has come forward with a Ed.D proposal analogous to the proposal by Central Connecticut State University approved by the Board in July 2000, and

WHEREAS, Given that the observations of the Board in 1998 remain valid in 2000, mainly that the Connecticut State University System is authorized by statute to have "special responsibility for the preparation of personnel for the public schools of the state," including master's degree programs "and other graduate study in education," and that recent data indicates a market need for a terminal, practitioner's doctoral degree in education, and

WHEREAS, Southern's proposal is distinct from Central's and there clearly is sufficient demand for Ed.D's offered by both Universities, and

WHEREAS, The University has included provisions in the Ed.D. proposal assuring that there be no diminution of senior faculty teaching assignments, particularly at the undergraduate level, and no supplanting of senior faculty with less prepared instructors as a result of any doctoral program, as was stipulated by the Board in #98-29, and

WHEREAS, In separate actions, the Board has approved a revision of the System mission statement and the mission statement for SCSU that recommends degree authority for "applied doctoral programs consistent with its historical mission," therefore, be it

RESOLVED, That under the authority granted to the Board of Trustees of the Connecticut State University System in Chapter 185b, Section 10a-87 and 10a-149 of the Connecticut General Statutes, the Chancellor of Connecticut State University is authorized to seek licensure and accreditation from the Connecticut Board of Governors for Higher Education for a Ed.D. degree in Educational Leadership to be presented by Southern Connecticut State University.

Chairman McHugh congratulated both President Adanti and President Judd for bringing forward these proposals, noting that seeking legislative authorization to offer an Ed.D will be a major initiative for the next session and we will be aggressive in our efforts. Mr. Doyle noted that the quality of the presentations by the universities was outstanding, well-prepared, and responsive to opinions and recommendations of the Committee.

Mr. Doyle reported that the following resolution recommends continuation and approval of a name change for the Center for Caribbean Studies at Central Connecticut State University to be called the Center for Caribbean/Latin American Studies. The President of Central Connecticut State University has evaluated the work of the Center, established by the Board in 1995, and has recommended its continuation and also supports the change in name to reflect the Center's expanded commitment to scholarship and educational partnership in Latin America.

Mr. Doyle moved approval of the resolution. Mr. Pugliese seconded the motion and it was approved unanimously.

WHEREAS, The Center for Caribbean Studies was established at Central Connecticut State University by Board Resolution 95-71 with a sunset date of December 31, 2000, and

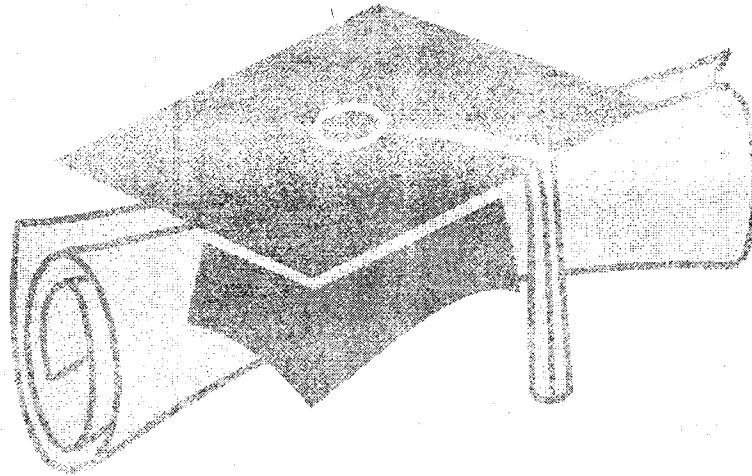
WHEREAS, The President of Central Connecticut State University has evaluated the work of the Center for Caribbean Studies and has recommended its continuation, and

WHEREAS, The President of Central Connecticut State University also supports a change in name to reflect the Center's expanded commitment to scholarship and educational partnership in Latin America, therefore, be it

RESOLVED, That the Board of Trustees for the Connecticut State University System authorizes the continuation of the Center for Caribbean Studies as the Center for Caribbean/Latin American Studies at Central Connecticut State University and requires that the President of Central submit a report to the Chancellor of the Connecticut State University System evaluating the performance of the Center and recommending continuance or discontinuance by September 1, 2005, and be it further

An Application For
Licensure of a Program of Higher Learning within an
Accredited Connecticut Institution of Higher Learning

Ed.D in Educational Leadership

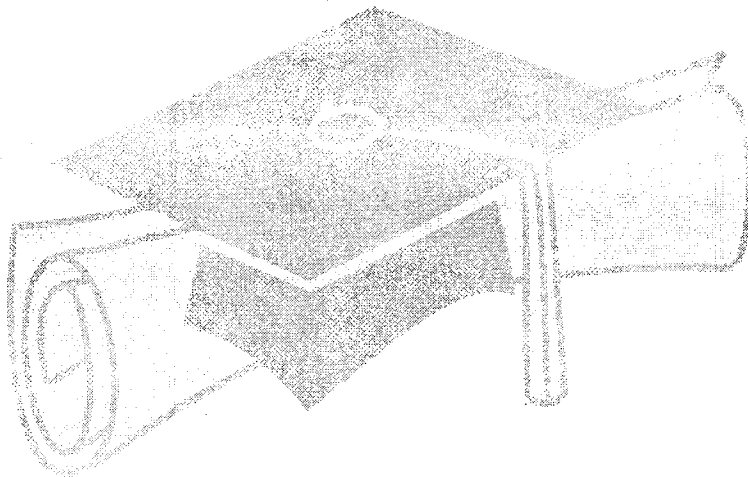


Submitted by

Department of Educational Leadership
School of Education
Southern Connecticut State University

An Application For
Licensure of a Program of Higher Learning within an
Accredited Connecticut Institution of Higher Learning

Ed.D in Educational Leadership



Submitted by

Department of Educational Leadership
School of Education
Southern Connecticut State University

SOUTHERN CONNECTICUT STATE UNIVERSITY

PROPOSED Ed.D PROGRAM / OCTOBER 2000

EXECUTIVE SUMMARY

UNIVERSITY MISSION STATEMENT:

- The mission of SCSU is to enhance its position as the preeminent comprehensive metropolitan public university of the State of Connecticut. As a learning community grounded in the values of liberal education, SCSU is committed to students distinguished by their intellectual competencies, their skills for flexible adaptation to global change, and by their habits of cultural enrichment for life-long learning. As the lead institution for advanced study in the CSU system, SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, including applied doctoral degree programs consistent with its historical mission. As an academic environment, SCSU is committed to innovative teaching strategies and to scholarship and creative activity that produces knowledge, refreshes faculty expertise and amplifies teaching effectiveness.

PROGRAM CHARACTERISTICS:

- **Leadership:** The Ed.D Program identifies and prepares **leaders who can transform** Connecticut's institutions. These include public schools, health and human services agencies, and institutions of higher education. It is **not** designed as a certification for public school officials.
- **Diversity:** The Program emphasizes access by targeting our **metropolitan areas** (includes Fairfield, NH counties, etc.). It will attract urban as well as suburban applicants. Since the program opens with a unique **Proseminar in Leadership Assessment** no artificial barriers are intruded.
- **Rigor:** This Program contradicts the reputation that Ed.D degrees sometimes have for being academic "soft." This Program is built on:
 - selective admissions from the Proseminar to the Program
 - a major component of applied research
 - field work related to the dissertation
 - faculty with experience in doctoral programs

Ed.D PROGRAM EXECUTIVE SUMMARY

PROGRAM CHARACTERISTICS (CONTINUED):

- **Curricular Uniqueness:** Each student is able construct a program, with advisement and under supervision, that meets her or his individual career objectives. The Program employs a cohort model. Following a set of core courses, students may specialize in one of two concentrations, with a variety of course experience within each. These include
 - educational administration
 - human resources development

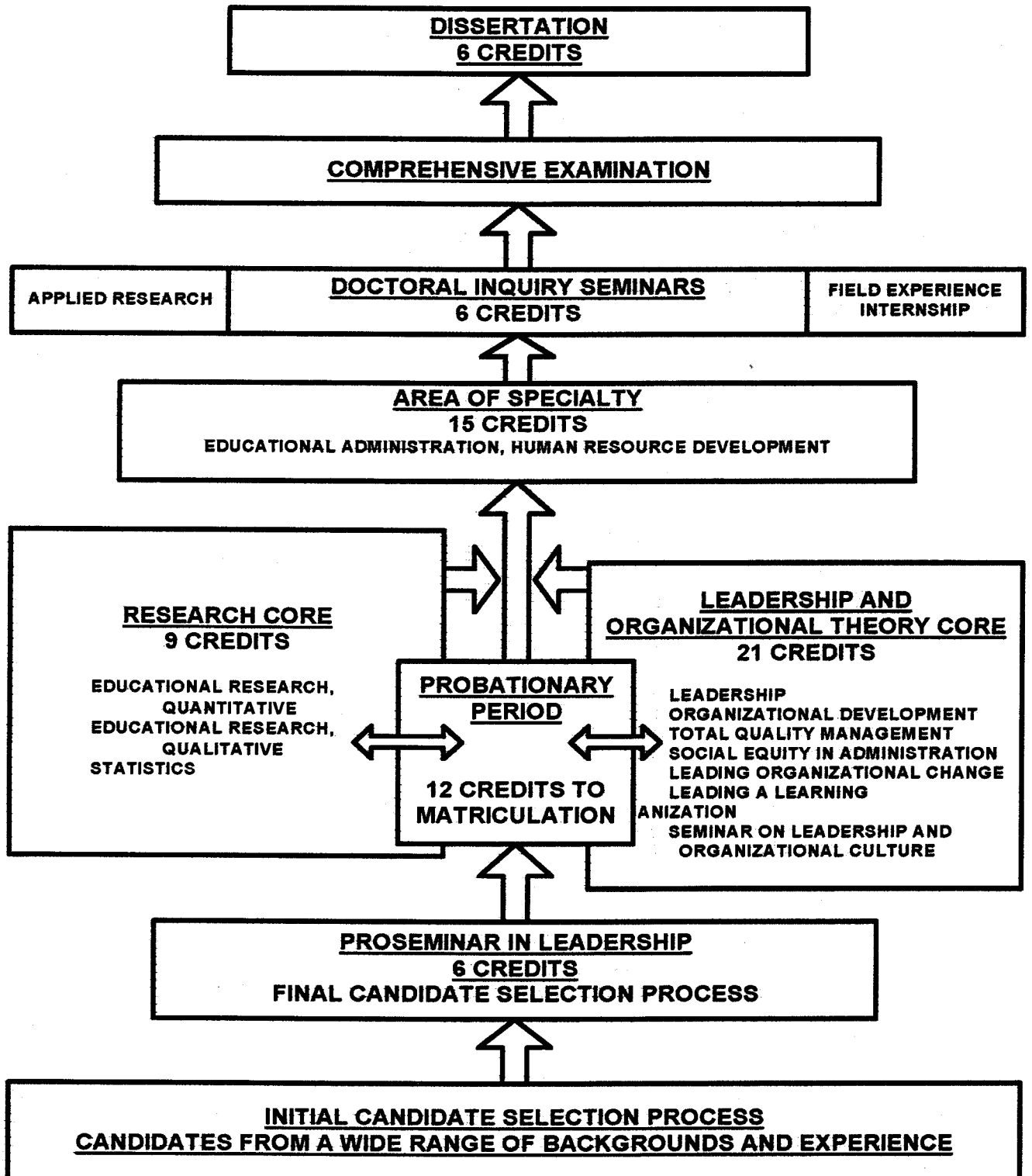
- **Faculty Expertise:** The core faculty will consist of full time members of the faculty of the Department of Educational Leadership. The Program will also draw upon selected faculty and administrative experts from across the University to teach specialized courses and supervise dissertations

- **Program Delivery:** The Program will be taught on the campus of SCSU, rather than at any satellite site or on-line. Courses are taught primarily during evening hours and weekends throughout the academic year, with regular offerings in Fall, Spring and Summer semesters. Full time faculty, whether members of the Department of Educational Leadership or SCSU faculty associated with the Program, will teach almost all courses, including the Proseminar and others offered during the summer sessions. Some courses will utilize Web-enhancement or other technological tools, but the primary emphasis is on face-to-face communication between faculty and students.

- **Student Cohort:** The Program employs a cohort model. For each of the first three years up to 25 students will move from the Proseminar to the Program. After a hiatus of a year, so that the early cohorts can begin their research, the cycle repeats. At its maximum, there may be perhaps 80 - 90 students at various stages of progress, from the early Core courses through the Dissertation stage.

- **Affordability:** This 63 credit program will cost students \$300 per credit, for a total of \$18,900. Compare this with Columbia University at \$705 per credit. Students typically take 6 credits per term = \$1800. Fees are currently included in this amount.

**SOUTHERN CONNECTICUT STATE UNIVERSITY
Ed.D. PROGRAM CONCEPT DESIGN**



PROGRAM CONCEPT DESIGN:

- **The Proseminar in Leadership Assessment:** This two-week intensive summer experience will identify from a substantial pool of prospective candidates for admission to the Ed.D program those individuals with the strongest leadership capabilities and most likely to succeed in the Program. Emphasis is placed on interactive learning in written and oral communication; decision-making and conflict resolution; appreciation of societal diversity; research methodologies and an array of leadership skills. A cohort of no more than 25 students will be selected from the Proseminar for admission to the Program and receive 6 credits toward the Ed.D. Decisions will be based primarily upon a thorough assessment of leadership proficiencies.

Students not selected for the Ed.D will also receive 6 graduate credits that may be applied to any appropriate alternative course of study. In addition, these students will also receive:

- a Certificate of Professional Development, signifying completion of the Proseminar, useful for a variety of employers
- an individualized assessment analyzing that person's leadership strengths and areas identified as needing enhancement

- **Core Sequences:** 30 credits. The Core Program consists of 10 courses:

- a three-course sequence, including Applied Quantitative Methods of Educational Research, Applied Qualitative Methods of Educational Research, and Statistics. 9 credits.
- a seven-course sequence, including Leadership, Organizational Development, Total Quality Management, Society Equity in Administration, Leading Organizational Change, Leading a Learning Organization, Seminar on Leadership and Organizational Culture. 21 credits.

- **Area of Specialty:** 15 credits. In this interdisciplinary portion of the Program students choose from a wide variety of courses from across the spectrum of the University curriculum that are deemed applicable to each student's career objectives. These are grouped in one of two concentrations:

- Educational Administration
- Human Resources Development

PROGRAM CONCEPT DESIGN (CONTINUED):

- **Doctoral Inquiry Seminars:** 6 credits. These seminars consist of two semesters of practical experience directly applicable to each student's particular area of specialization. One is a field-based experience or internship, the other an applied research project. Class meetings permit ongoing dialogue regarding appropriate issues and the applications of research. The seminars prepare students of active careers and for the dissertation process.

- **Comprehensive Examination:** Following the completion of the entire array of courses totaling 57 credits, students take comprehensive examinations, both written and oral, as the capstone experience prior to moving ahead to the dissertation. Students who successfully pass these examinations are formally admitted to candidacy for the Ed.D.

- **Doctoral Dissertation:** 6 credits. As with all doctoral level dissertations these reflect topics constructed by each student with appropriate faculty supervision. Unlike Ph.D dissertations, which characteristically strive to advance knowledge in a specialized discipline, these Ed.D dissertations focus on applying the results of research to practical institutional issues, whether policy oriented or operational.

FINANCIAL SUMMARY:

➤ It is projected that the Ed.D Program will operate on a positive financial footing beginning in year one. The margin of difference of revenue over expenditures will be sufficient to cover:

- inflation costs
- collective bargaining increases
- additional personnel beyond projected need
- expanded support requirements

➤ **Five Year Aggregated Anticipated Revenue / Expenditures:**
Over the first five years of the Program:

- anticipated revenue = \$ 2,003,400
- anticipated expenditures = \$ 1,616,565
- anticipated difference = \$ 386,835

➤ **First Year Anticipated Revenue / Expenditures:**

- anticipated revenue = \$ 315,000
- anticipated expenditures = \$ 151,320
- anticipated difference = \$ 163,680

**Ed. D BUDGET -- YEAR ONE THROUGH
YEAR FIVE**

	FACULTY	SUPPORT PERS	OTHER EXPENSE	ANNUAL TOTAL	REVENUE	DIFFERENC E	+/-
YEAR ONE	\$36,450	\$21,870	\$93,000	\$151,320	\$315,000	\$163,680	\$163,680
YEAR TWO	\$156,610	\$50,080	\$98,000	\$304,690	\$433,800	\$129,110	\$292,790
YEAR THREE	\$262,190	\$50,080	\$99,000	\$411,270	\$505,800	\$94,530	\$387,320
YEAR FOUR	\$218,450	\$50,080	\$49,000	\$317,530	\$262,800	\$54,730	\$332,590
YEAR FIVE	\$327,675	\$50,080	\$54,000	\$431,755	\$486,000	\$54,245	\$386,835
TOTAL	\$1,001,375	\$222,190	\$393,000	\$1,616,565	\$2,003,400		\$386,835

SOUTHERN CONNECTICUT STATE UNIVERSITY

Ed.D PROGRAM

STATEMENT ON ACCESS AND DIVERSITY

SCSU remains committed to the ideals of recruiting, retaining and graduating a student population that is demographically diverse. The University takes seriously its status as a metropolitan institution, offering inclusion to urban as well as suburban students. In preparing leaders for Connecticut's institutions, the Ed.D Program reflects this commitment in the following ways:

- **Access to the Program – The Proseminar in Leadership Assessment**

This unique Proseminar has been deliberately constructed to attract and welcome minority and women applicants. The primary criterion for admission to the Proseminar is demonstrated prior leadership experience. Similarly, the curriculum for that course will permit persons to compete for admission to the Program by demonstrating their leadership capabilities and strengths. While excellence is required in every applicant's academic preparation, the floor for admission is a BA or BS, rather than advanced work that might serve to exclude leaders who have not had opportunity to pursue graduate training.

- **Academic Advisement and Career Mentoring of Students**

Every student receives ongoing academic advisement and career mentoring by one of the faculty in the Program. Each student and her or his adviser/mentor constructs a specific degree plan that emphasizes those leadership skills and academic experiences that most nearly meet student career objectives. It is also anticipated that close professional relationships will be formed between students and faculty that can encourage successful completion of this Program and guide placement efforts upon graduation.

- **Graduate Assistantships**

Beginning with Year Two of the Program, there will be at least **four** Graduate Assistantships, each in the amount of \$3,600 per year. These assistantships are need-based. Additional need-based funding will be developed as the Program evolves.

- Faculty Appointments

Appointment of minorities and women to the faculty of the Program is a signal characteristic. Two of the current six members of the Department of Educational Leadership are minorities. Two searches for tenure track positions are in progress currently; three additional positions are scheduled for appointment during the first five years of the Program. Other current women and minority faculty, both in the School of Education and outside, have already been identified for participation in the Ed.D. Program.

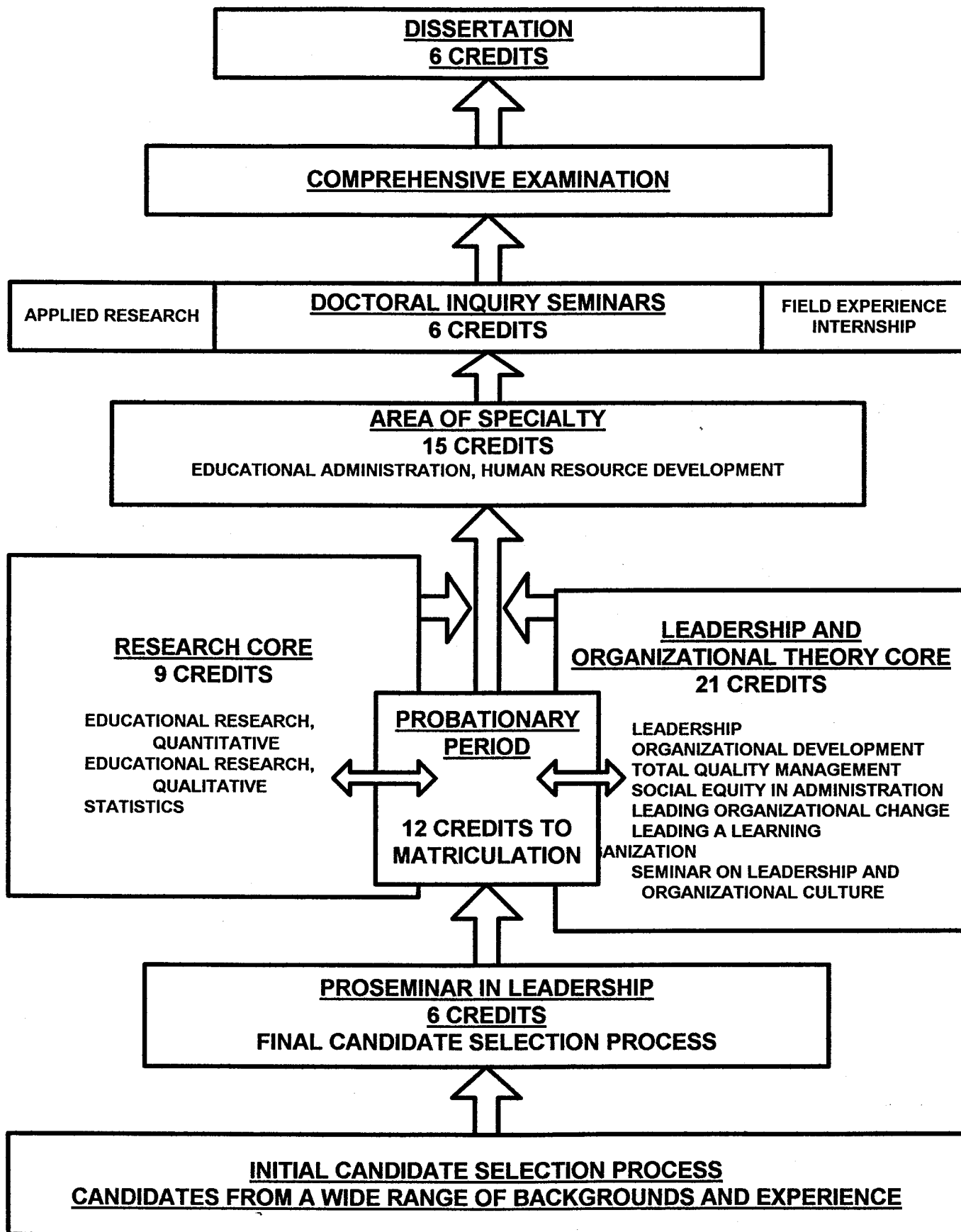
- Marketing / Advertising:

The Program will deliberately seek to recruit minority and women applicants for admission into the Proseminar on Leadership Assessment. This will be done directly by active marketing and advertising within minority communities in Connecticut and surrounding states. A portion of the advertising/marketing budget has been identified for active pursuit of this recruitment effort.

TABLE OF CONTENTS

Ed.D Program Concept Design	2
Abstract	3
Objectives	4
Educational Planning Statement	6
Administration	9
Finance	11
Faculty	12
Curricula & Instruction	13
Resource Centers & Libraries	19
Admissions Policies	21
Facilities & Equipment	22
Appendix A ~ References	23
Appendix B ~ ISLLC Standards	29
Appendix C ~ Connecticut Standards for School Leaders	30
Appendix D ~ Sample Course Syllabi	31
Appendix E ~ Sample Vita	39
Appendix F ~ Finances	61

**SOUTHERN CONNECTICUT STATE UNIVERSITY
Ed.D. PROGRAM CONCEPT DESIGN**



Abstract

This document proposes that the Department of Educational Leadership under the School of Education at Southern Connecticut State University be approved for a doctoral program in Educational Leadership. It is proposed that the Ed.D will be a practitioner-based degree aimed at serving the needs of professionals seeking to be educational leaders within the Greater Fairfield and New Haven County areas. The proposed program extends the mission of SCSU to provide excellence in all academic programs and seeks to provide transformational and reflective leaders for an ever-changing and diverse American society. The proposed Ed.D will focus on "Educational Leadership" with a foundation in the conceptual framework of Scholarship, Attitude, Integrity, Leadership, and Service."

This highly innovative and rigorous program incorporates a ProSeminar in Leadership Assessment that is part of the admissions procedure. The program contains a research core, leadership and organizational theory core, and areas of specialization that allow for an interdisciplinary program that crosses many departments. In addition, doctoral inquiry seminars that combine field experience and field based research enhance the quality of the program. Twenty-five additional students will be recruited yearly to fulfill a planned five/six-year course of study. The cohort model has been shown to produce high retention and graduation rates for practicing professionals as well as being cost effective. This report has been organized using the categories required by the Department of Higher Education.

Licensure Application

For Proposed Ed.D Degree In Educational Leadership

School of Education

Southern Connecticut State University

1. Objectives

State the objectives of this program in relation to the goals and objectives of the institution. In so doing, public institutions shall relate the proposed program to their approved mission, role, and scope. Identify target clientele and likely post-graduate activities.

Southern Connecticut State University's strategic plan envisions itself as the preeminent comprehensive metropolitan public university in the State of Connecticut. SCSU offers opportunities for students and faculty to respond to the evolution of a pluralistic society by enhancing current programs and developing additional ones. As the lead institution for advanced study in the CSU System Southern Connecticut State is ideally positioned to offer "professional preparation programs and quality learning experiences" beyond the Masters level.

The Mission statement of SCSU is focused upon excellence in all academic programs - baccalaureate, graduate and professional. As a full-fledged University, SCSU recognizes that it has a major responsibility to meet the needs of a large and diverse population. Clearly, graduate study is a major component of this vision for Southern Connecticut State University and the CSU system. The most recent "Strategic Plan for SCSU" presumes that "in the current and future state economy, a premium will be placed on workers who have been educated to respond flexibly and thoughtfully to change and who have mastered skills of communication, group collaboration, critical thinking, and new information technologies." The proposal to establish a doctorate program is congruent with the university mission and its strategic plan.

A primary mission for Southern Connecticut State University is the preparation of minorities for positions leadership within the State of Connecticut. Southern Connecticut State University provides an equal opportunity for higher education for all qualified students. The University affirms the basic right of all members of the University community to free inquiry, responsible discussion, and uninterrupted pursuit of higher learning. SCSU subscribes to Affirmative Action policies in all hiring and admission practices.

Objectives of the Proposed Ed.D

The proposed Ed.D in Educational Leadership builds and extends on SCSU's mission. Three major objectives will guide the program:

- To offer a program that is available to educational professionals who are employed full time and aimed at preparing them for leadership positions in schools, community colleges, and other human service organizations.
- To offer a set of innovative learning experiences that will provide leaders with knowledge, skills and dispositions to address issues of pedagogy, change, diversity and community in practical educational settings.
- To provide leaders with experiences, internships and inquiry opportunities to develop and enhance their use of technology and their dispositions toward the use of inquiry and reflection in their educational practices.

Conceptual Framework and Philosophy of the Proposed Ed.D

The Ed.D proposal is designed to prepare transformational and reflective leaders who understand the political, social, economic and cultural changes that will change the traditional conceptions of American society. The proposed Ed.D is based on the premise that leadership must be an intellectual, moral, and craft practice. SCSU is committed to developing transformational and reflective practitioners who become thinking leaders. To complete this mission the following principles serve as the base for philosophical foundation of this proposal:

- Scholarship
- Attitude
- Integrity
- Leadership
- Service

Each student will be expected to demonstrate the above principles in order to achieve matriculation status.

Intended Audience

The proposed Ed.D is not aimed at preparation of educational researchers. The research degree should properly remain within the domain of the University of Connecticut, the state's most comprehensive research institution. The proposed Ed.D is a practitioner-oriented doctorate for working professionals, which would contain a research and reflection element.

Professionals that provide services to Connecticut residents often need knowledge about how to facilitate, and co-ordinate the work within their own agencies or between agencies. with people from other agencies. This degree is designed to expand their knowledge base, and professional skills. The proposed program targets the following clients:

1. Those that work in a K-12 environment that aspire to leadership positions such as assistant principal, department head, assistant superintendent and superintendent.
2. Other personnel from human resource agencies, such as those providing public and privately funded services to the homeless, dependent children, unemployed, and correctional agencies.

2. Educational Planning Statement

A. Indicate the relationship of the proposed program to other programs and resources of the institution, and to any institutional plan.

Currently the department has six full-time faculty and a cadre of adjuncts offering a sixth year program, and a superintendents program. The Ed.D program will only be offered on the campus at SCSU. The Department of Educational Leadership is one of the largest on campus and the largest program of its kind in the New England States as illustrated by the following table:

	Student head count	Total Credit hrs enrolled	Number Registrations	Student full time equivalent
Fall 1997	331	1275	425	106
Spring 1997	267	1392	464	116
Summer 1997	314	1176	392	98
Fall 1998	354	1418	473	118
Spring 1998	287	1599	533	133
Spring 1998	339	1359	453	113
Fall 1999	368	1479	493	123
Spring 1999	355	1515	505	126
Summer 1999	287	1524	508	127

An examination of the data illustrates that, with the exception of the summer of 1997, student enrollment has remained fairly stable. The 1997 report to the Graduate Council Standards Committee revealed that the department warranted 2 additional full time faculty members. However, to successfully implement an Ed.D three lines not two should be added to the current level of staffing. This would require the addition of one more staff member over what was recommended in the 1997 report. These faculty would be appointed in Years 2, 3, and 5 of the Program.

All staff hired within the last two years have terminal degrees from recognized institutions within the field of educational leadership, have received recognition at the national level, and have been active within the field for several years. Since all of the personnel will be teaching within an area of specialization related to Educational Leadership it is imperative to be able to review resumes with an eye toward the Ed.D. An interdisciplinary approach will require that faculty members be versatile so as to function across many disciplines.

Core Staff of Educational Leadership Department

- Dr. Donald Cairns Associate Professor; B.Sc. Cal-Poly, Pomona, CA; Med. Central Washington State Univ. Ed.D Washington State University, Pullman WA. Appointed 9/98
- Dr. Henry Hein Associate Professor; B.A. Hunter College C.U.N.Y.; M.A. Queens University, Kingston, Ont Ed.D University of Bridgeport. Appointed 9/97
- Dr. Lystra Richardson Associate Professor; B.A. Pace University, NY; M.A. Fairfield University, Fairfield, CT; Ph.D University of Connecticut. Appointed 9/98
- Dr. John Onofrio Professor; B.A. Fairfield University, Fairfield, CT; M.S. Southern Connecticut State Univ. Ph.D. Fordham University. Appointed 9/95
- Dr. Brian Perkins Associate Professor; B.S. Grambling State University; M.Ed. Yale University; Ed.D Columbia University. Appointed 9/2000
- Dr. Christine Villani Associate Professor; B.S. Mercy College; M.A. Hofstra University Hempstead, NY; M.A. New For Social Research, NYC; Ed.D Fordham University. Appointed 9/2000

An Ed.D will generate some additional costs to the University in terms of salaries and benefits. That analysis is to be found in a separate attached appendix.

B. Indicate what consideration has been given to similar programs in the geographic area to be served by the proposed program. Identify any similar existing academic programs in Connecticut in public, private, independent, or proprietary institutions and explain the relationship of the proposed program to existing offerings.

Currently there exist within the State of Connecticut three doctoral programs in Educational Leadership. The institutions are The University of Connecticut (Ph.D), University of Bridgeport (Ed.D) and University of Hartford (Ed.D). The last two institutions of higher learning are private and not publicly supported. No public institution in Connecticut offers an Ed.D program. The Ed.D's primary focus is upon the application of research to solve complex issues that confront today's educational leaders, as compared to the Ph.D with its primary focus upon generating, disseminating, and creating new knowledge.

C. Explain and provide supporting data regarding the relationship of the proposed program to further educational opportunities and current employment trends.

According to the Educational Alliance, 1998 there is an increasing demand for advanced degrees for educational leaders. Within the State of Connecticut boards of education and parents increasingly demand school leaders to hold advanced degrees. Within Connecticut's educational community advanced degrees are expected of leaders in senior level positions. This has created a demand for an Ed.D that is accelerated due to early retirement programs and projected education manpower statistics. The shortage of qualified candidates for educational leadership positions at all levels is well documented.

Southern Connecticut State University's Department of Educational Leadership has traditionally attracted its student candidates for the Educational Leadership program from Connecticut's large urban centers. These centers are diverse in nature, representing such areas as New Haven, Bridgeport, Waterbury, Norwalk, and Stamford. Candidates within the program represent diverse ethnic groups such as Hispanics and African Americans. The largest minority groups enrolled in SCSU's program for Educational Leadership is women. Individuals from the various minority groups are particularly interested in pursuing and Ed.D.

D. Board policy requires that all public institutions consider transferability of credit in the development of new undergraduate programs. Describe program articulation agreements planned or under development for this program. If possible, indicate the amount of credit that will transfer.

All students that desire acceptance into the program of study for an Ed.D shall be admitted on probationary status. The requirements for application for admission (probationary) are as follows:

1. *demonstrated prior leadership performance and experience*
2. *demonstrated ability to do academic work as is typically demonstrated by attaining a Bachelor's Degree with a GPA of 3.5, a Master's Degree, or other demonstrated forms of scholarship.*
3. *at least three years of teaching experience, or three years of professional experience in higher education, human service organization, or a private educational facility*
4. *three letters of recommendation from persons familiar with the candidate's work within the field of education on file in the office of Educational Leadership.*
5. *a minimum score of 1000 on the Graduate Record Exam, or a score in the upper quartile on the Millers Analogy Test for probationary acceptance into the Ed.D at SCSU.*
6. *a writing sample stating how the Ed.D meets the career goals of the candidate. The student should address in the writing sample, the guiding principles of the program.*
7. *evidence of academic ability, effective communication skills, leadership potential and seriousness of purpose.*

Students who have relevant course work in a sixth year program or approved doctoral programs will be able to transfer up to 12 credit hours, depending upon how those courses fit into the overall approved planned course of study. All applicants must enroll in the EDL ProSeminar in Leadership Assessment. Selection for probationary entrance into the program is made after completion of this course. All students are accepted on a probationary status and must apply for candidate status after completing 12 credits of course work at SCSU, with an overall GPA of 3.0.

Once a student has been accepted into the program a course of study is prepared in cooperation with the student's advisor. Advisors are assigned on a temporary basis for the first semester after admission to the program. It is the advisor's responsibility to assist the student in formulating a committee that guides the student through the comprehensive examination and dissertation stage. The role of the student's advisor is to guide the student through the planned program of study. At SCSU the Ed.D committee consists of the chairman of the student's academic committee, and two other faculty members, one who must be from within the department.

E. Board policy requires that the proposing institution circulate a summary of each new program to the higher education community for comment on need. Please refer to Procedures for Circulation of Program Proposals.

The proposed program will be circulated, as is stipulated in board policy.

3. Administration 9 (see 10a-3-11)

A. Indicate the dates by which students will enroll and complete the program.

SCSU proposes a cohort program that admits students one year after the program has been formally approved by both the Board of Higher Education and the legislature of the State of Connecticut. The chart below therefore is for illustrative purposes only. The Ed.D program will run on a traditional academic calendar with fall, spring, and summer classes.

As illustrated below the cycle of admissions allows for students to be admitted each year for three years. Then there is a one-year hiatus on admissions in order to allow students and faculty to complete the dissertations prior to admitting cohort four. These staggered admissions will allow the faculty to keep up with the demands that doctoral level work requires and yet keep the quality of work high.

Fall Year One	Fall Year Two	Fall Year Three	Fall Year Four	Fall Year Five	Cycle repeats
1 st cohort admitted 25 students Coursework	2 nd cohort admitted 50 students Coursework 1 st & 2 nd	3 rd cohort admitted 50 student Comps 1 st cohort Coursework 2 nd	Break in admissions Coursework 3 rd Dissertation 1 st Comps 2 nd	Comps 3 rd Dissertation 2 nd 4 th cohort admissions	

The hiatus in admissions every fourth year allows the faculty of the department to keep up with the demands of student advising, dissertations, and comprehensive examinations.

B. Describe the position and qualifications for the person directly responsible for administration of the program (e.g., program coordinator, department chairperson).

The daily administration for the program will be folded into the regular duties of the Department Chair. However, the Department of Educational Leadership operates as a faculty of the whole according to its adopted by-laws. Therefore, a selected faculty member will act as the coordinator for the doctoral program. It is well understood that the faculty at large will be responsible for the oversight of the curriculum, policy development and policy revisions, as those issues directly impact students. The faculty in cooperation with the Department Chair will handle student advisement. Pure administrative detail such as the filing of planned programs with the Dean of Education office and the Office of Graduate Study will be handled through the office of the Department Chair. In this manner faculty will share in governance and in ownership of the Ed.D program. Further, both the Dean of the School of Education, the Dean of the Graduate School, along with the Vice-President of Academic Affairs will provide leadership in the administration of the program.

Among the current faculty there is experience in guiding dissertations. Dr. Cairns was unit coordinator for the Educational Leadership program at Montana State University, where he was responsible for the oversight of dissertations, and guidance at both the masters and doctoral level. Dr. Perkins has experience advising students and conducting research projects both in the United States and the Republic of South Africa. Dr. Villani has extensive experience in publications, research efforts and in the field as an elementary principal.

Dr. Richardson will serve in the capacity of Department Chairperson, coordinating the programs among faculty, assisting in the scheduling of classes and advising students. Dr. Hein has experience in education and industry with the creation of quality standards for large organizations.

If the program were to be approved by both the Board of Governors and the State Legislative bodies, then new faculty would be needed to fulfill the obligations of advisement and dissertation guidance. (See section five).

C. List any specialized accrediting agency to which the institution plans to apply for program accreditation.

This proposal has all courses and objectives tied together so as to meet current State of Connecticut Standards, Interstate School Leader Licensure Consortium Standards, and NCATE requirements. The National Council for Accreditation of Teacher Education has approved and aligned the Interstate School Leader Licensure Consortium Standards within the current NCATE Standards.

NCATE Standards are performance based or outcomes based that include twelve broad areas. These broad areas include: a) Professional and Ethical Leadership, b) Information Management and Evaluation, c) Curriculum, Instruction, Supervision and the Learning Environment, d) Professional Development and Human Resources, e) Student Personnel Services, f) Organizational Management, g) Interpersonal Relationship, h) Financial Management and Resource Allocation, i) Technology and Information Systems, j) Community and Media Relations, k) Educational Law, Public Policy, and Political Systems, and l) Field Experience.

D. Describe procedures for internal evaluation of the program, including criteria that will be used.

The Department of Educational Leadership uses a process model for both students and program. This process model was developed in-house as a method of establishing benchmarks for student performance and to align the curriculum within the department. The process of student assessment is based upon performance through authentic assessment. Performance based assessment requires that the student perform a set of tasks or skills relative to the outcomes and objectives adopted by the department. These tasks are included in the syllabi of the faculty. Portfolios are used along with instructor-designed tests, exercises in writing, reflection upon relevant research to the courses, and clinical experiences. These elements as they currently exist will be incorporated into the Ed.D assessment process.

Meetings are called to discuss issues relevant to the topic of curriculum offerings, experiences relevant to those offerings and problems relevant to both pre and post assessment of projected student outcomes. Additionally, the department participates in a rigorous program of review as it relates to Graduate Council Standards that is a major function of the Graduate Council on the campus of SCSU. This is a rigorous process of peer on campus review that involves no less than 22 standards. Failing to meet those standards places any graduate level program at risk of being removed from the SCSU graduate level catalog. This review process applies to the proposed Ed.D as well as to its regular programs.

Additionally, the Ed.D program will be assessed according to the NCATE standards for educational leadership programs. NCATE requirements are rigorous and educational leadership programs are evaluated against four major domains of leadership: organizational leadership, instructional leadership, strategic leadership, and political and community leadership.

*****Evaluation Plan for Ed.D**

Question	Evaluation Activity	Time Lines	Report Generated
Strengths and weaknesses	Principal focus group grad. Survey (phone) grad. Survey group	Every other year biannually biannually	Focus group report grad report grad report
Student satisfaction	student survey by university Student survey by department	after graduation every semester	institutional report student survey report

Student performance	Portfolio Assessment Student Assessment comprehensive exams dissertations	Ongoing Each cohort Admissions	report on professional program field experiences report
---------------------	--	--------------------------------------	--

*** This table is replicated after CCSU's model.

4. Finance

A. Summarize how resources described in questions 5, 7, and 9, will be provided – existing resources, reallocation and/or new resources. In the case of existing or reallocated resources, indicate how the institution will prevent a negative impact on other programs. New costs and sources of funding are to be identified in the attached resource summary.

B. Complete the Resource Summary.

Finance issues are discussed in separate Cost Proposal

5. Faculty (see 10a-34-13)

- A. List the name, title and qualifications for each person who will teach specialized courses in the program. Include for each person, full or part-time status, degree with areas of specialization, institutions at which the degrees were earned, pertinent experience, and proposed course assignments.**

It is further proposed that new faculty be hired on a staggered basis beginning one year prior to the initiation of the Ed.D program. This will allow for the final planning and course development to occur in a logical sequence of events.

Currently the faculty at SCSU is composed of the following faculty members. For each member appointment, degree, university, specialty, experience and current courses taught are given.

- Dr. Cairns, full time, Ed.D, Washington State University. Areas of specialty: law, finance, leadership, organizational behavior, elementary schools and superintendency. Experience in doctoral advising, publishing, grants field experience and guiding dissertations. Teaches EDL 681, 682, 688, 689, 557, 551, 554, 561 and 650.
- Dr. Richardson, full time, Ph.D, University of Connecticut. Areas of specialty: curriculum and instruction, supervision, and leadership development. Experience in central office administration, publishing and grants. Teaches EDL 684, 685, 688 and 650.
- Dr. Hein, full time, Ed.D, University of Bridgeport. Areas of specialty: organizational theory, total quality management, learning theory, and leadership. Experience in higher education and industry. Teaches EDL 684, 681, 682, 640.
- Dr. Onofrio, full time, Ph.D, Fordham University. Areas of specialty: organizational behavior, superintendency, and leadership development. Experience in central office, department head, and field advising. Teaches EDL 682, 688, and 650.
- Dr. Perkins, full time, Ed.D, Columbia University. Areas of specialty: elementary and middle schools, community relations, curriculum and assessment, and leadership. Experience in higher education, consulting, and international research. Teaches EDL 689, 566, 685, 688, 551, 561, 562.
- Dr. Villani, full time, Ed.D, Fordham University. Areas of specialty: law, special education law, supervision, elementary schools, organizational behavior and leadership. Experience in elementary schools, and higher education. Teaches EDL 551, 554, 562, 681, 682, 688, 689.

In addition the department has access to the entire faculty within the school of education to teach courses that may contribute to the overall success of the Ed.D program, as well as other departments from across campus that may desire to participate in an interdisciplinary Ed.D. It is imperative to recognize that new faculty members will have to be involved in development, refinement, and implementation of the Ed.D. As a consequence some elements of planning will be evolving. This proposal advocates that the following types of candidates be recruited.

- Associate or full professor that has expertise in the area of research and statistics and is experienced in guiding doctoral dissertations. Appointment immediate.
- Associate or full professor that has expertise in the area of curriculum, testing and measurements and is experienced in guiding doctoral dissertations. Appointment one year prior to initiation.

- Associate or full professor that has expertise in the area of the principalship (normally referred to as elementary/secondary instruction) and is experienced in the guiding of doctoral dissertations OR an associate or full professor that has expertise in the area of higher education or human resource administration and is experienced in guiding dissertations. Appointment beginning second year of program.

New faculty need to be involved in the development of courses of study. Staff will be responsible for implementation of these courses in cooperation with current faculty of the Department.

With the addition of three new faculty the department would have ten (10 fte) tenure track professors on staff. Since it is proposed to offer the Ed.D through an interdisciplinary approach, representative resumes are attached for the purposes of illustrating the quality of staff associated with SCSU.

6. Curricula and Instruction (see 10a-34-15 and 10a-34-16)

A. Identify and describe each major component of the program (major or specialization, general education, thesis, etc.); specify credit requirements for each component. Indicate the required sequence of courses and established prerequisites, if any. Attach appropriate excerpts from the catalog.

Credit requirements

All students must complete a minimum of 63 credits for the Ed.D.

*Note: indicates a new course

ProSeminar in Leadership Assessment

6 credits

The Proseminar in leadership assessment is a 6 credit two week intensive summer experience designed to identify from a substantial pool of prospective candidates for admission to the Ed.D program those individuals with the strongest capabilities and most likely to succeed in the program.

The content of the Proseminar will consist of an intensive assessment program, making use of various instruments, simulations, and interactive learning activities. Additionally, some of the proficiencies to be developed and assessed include: written and oral communication, computer literacy, decision-making and conflict resolution, appreciation of societal diversity, research methodologies, and a variety of content areas related to educational leadership. Through this process, a diagnostic profile will be developed that will form the basis for a selected student to understand his/her planned program and how that program addresses identified strengths and weaknesses.

At the conclusion of the Proseminar course the faculty in the department of educational leadership will identify and select a cohort of no more than 25 candidates to be admitted on a probationary basis to the Ed.D program. These students will be judged to possess outstanding leadership potential and a strong capability to complete the Ed.D program. All applicants in the proseminar receive 6 academic credits. For those admitted to the Ed.D these credits count toward fulfillment of the requirements of the program. For those not selected these credits may be applied to any appropriate alternative course of study.

Research Core (9credits)

EDL * Applied Educational Research ~ Quantitative	3 credits
EDL * Applied Educational Research ~ Qualitative	3 credits
EDL* Statistics (Applied)	3 credits

Leadership and Organizational Theory Core (21 credits)

EDL 681 Leadership	3 credits
EDL 682 Organizational Development	3 credits
EDL 590 Total Quality Management	3 credits
EDL* Social Equity in Administration	3 credits
EDL* Leading Organizational Change	3 credits
EDL* Leading a Learning Organization	3 credits
EDL* Seminar on Leadership and Org. Culture	3 credits

Area of Specialization (15 credits) Choose from one of the 2 areas below

- Educational Administration: This specialization will be for students who aspire for leadership positions in K-12 public or private schools
- Human Resource Development This specialization will be for students who aspire for leadership positions in hospitals, clinics, public agencies, non-profit organizations, and other educational institutions

Doctoral Inquiry Seminars (6 credits) 6 credits

- Inquiry seminars will consist of two semesters of field-based experience and field based inquiry research projects within the student's area of specialization. Students will gain field experience and complete a research inquiry project during these two semesters. Class meetings will consist of ongoing dialogue for students to share and develop the process of research and inquiry. Seminars will also include noted people within the various fields as guest speakers. The seminars will serve as a foundation for the support required to complete the dissertation.

Dissertation (6 credits) 6 credits

Total **63 credits**

The SCSU Department of Education currently offers credential programs for initial, sixth year and superintendents endorsement. The program being proposed is illustrative only. It is recognized that new courses are to be developed and offered as new staff is hired according to the needs of the department. Illustrative of new courses that could be developed are Finance of Higher Education, Higher Education Law, Higher Education and Curriculum, Supervision in Higher Education. This list is not intended to be inclusive or to cover all possibilities.

To be eligible for admissions into the program a student must have a 3.5 GPA from prior course work. To remain in the program, a student must maintain a 3.0 GPA from all course work. The dissertation is not included, as it is assessed on a pass/fail basis.

Matriculation

All students in the Ed.D program are accepted on a probationary period. A student must apply for matriculation after completion of the first 12 credits of the program. Eligibility for matriculation is based on the following requirements:

- An overall GPA of 3.0 in the first 12 credits of coursework
- A portfolio of work related to course study and the student's experience. The portfolio will include but not be limited to papers, presentations, logs, tests and other materials relevant to the program of study. Within the portfolio the student needs to demonstrate the guiding principles of the Ed.D program; scholarship, attitude, integrity, leadership and service. The student will be fully matriculated when the faculty advisor, the program coordinator, the department chairperson, and the dean of the graduate school approve the students planned program.

Advancement to Doctoral Candidacy

In order to advance to a candidate for the Ed.D degree the student must have completed all course work on the filed program of study with an overall GPA of 3.0 and successfully pass the written comprehensive examination covering all course work taken.

Comprehensive Examination

Upon completion of all course work students must pass a written comprehensive examination that demonstrates their mastery of content and proficiency levels. The examination will include two sections; the first will be the research section and the second will be the content section related to the leadership and organizational theory core and the student's area of specialization. Students must pass both sections in order to advance to doctoral candidacy.

Note of Explanation

Courses in the areas of specialization, i.e. educational administration, higher education administration, curriculum and assessment, human resource administration are to be taken from departments that most appropriately fill the students' need. This allows for an interdisciplinary approach to the Ed.D program

It is anticipated that upon legislative approval the first cohort would be admitted to the program one year after approval by the State of Connecticut. Given that such approval is forthcoming, proper implementation demands that twelve months time be allotted to the process of recruiting and selecting additions to the faculty. The new staff members must become actively involved with their department colleagues to develop new courses and policies. If their involvement and expertise are not tapped at this stage the program runs the danger of implementation and final design without adequate input.

- B. Give the number, title and a narrative course description for each course in the major area of specialization in the proposed program, noting which courses are new. Attach appropriate excerpts from the catalog.

Courses Currently Available from Catalog

* Note- Core to the Ed.D

*EDL 681 Leadership Development

Based on the premise that effective school leaders are "human relations specialists" as well as task specialists. Development of relationship-building skills; accurate and empathetic listening, effective confrontation, conflict management and decision-making/problem solving skills.

*EDL 682 Organizational Development

The principles and practices of organizational leadership as seen through four frames or perspectives: structural, human resource, political and symbolic. Emphasis is placed on the application of these ideas to real problems of practice through case studies and issues.

EDL 683 Supervision and Development

An analysis of the goals, functions, and processes of supervision in contemporary education. Orientation of new teachers, evaluation and improvement of instruction, staff development, and interpersonal and group relationships.

EDL 684 Learning Theory into Practice

Principles of learning derived from developmental, behaviorist, and cognitive field theories; brain functioning, hemisphericity, and teaching/learning styles. Implications of learning theory for classroom management, improvement of instruction, evaluation of learning, and organization of schools.

EDL 685 Curriculum Development

Basic principles and practices of instructional leadership in the cycle of curriculum development and change. Application of knowledge to current and future issues on the local, state and national scene.

EDL 688 Field Project or Internship

The internship is an individual experience in an educational setting under the supervision of an experienced administrator or supervisor and a faculty adviser. Projects develop the student's competence in creating change in accordance with the human, conceptual and technical skills learned in prior courses.

EDL 689 Seminar in Administration and Supervision

Case Study analyses, simulation, and field experiences serve as the basis for seminar discussion and examination of contemporary issues in education.

EDL 551 Elementary and Middle School Administration

The roles and responsibilities of the elementary or middle school administrator are studied according to the functions and proficiencies required by the successful building administrator at these levels. Course procedures emphasize actual experiences in schools.

EDL 552 Secondary School Administration

The goals and objectives of the senior high school; leadership strategies for managing the school and meeting the needs of students and staff; shared decision-making in planning, programming and evaluation; community involvement.

EDL 554 School Law

The American legal system as it applies to the governance and operation of public education. Major legal doctrines and principles that affect board of education operation, the liability of school districts, fiscal policies, the legal status of teachers and pupils, and the general regulatory codes that school administrators must meet.

EDL 557 School Finance

Theories of public policy-making and decision-making regarding school finance; distribution of State aid; federal education policy, programs and funding; analysis of school budgets as planning documents, instruments of public understanding and mechanisms of management control; the relationship among planning, politics, and management in financing education.

EDL 558 Administration of School Public Relations

Conceptual understanding and skills in planning, implementing, and evaluating school public relations programs. Emphasis on the communication process and the importance of human relations in developing and carrying out internal and external communication activities.

EDL 559 The Management of Conflict

Conflict, controversy, and crisis in school administration. Skills for effectively managing conflict.

EDL 561 The Politics of School Administration

The effects of federal, state and local government policy on the operation of the public schools; the use of power and educational leadership; the role of lobbies and special interest groups; policy analysis and educational decision-making.

EDL 562 Increasing Instructional and Supervisory Effectiveness

Instructional improvement to promote learning through development of supervisory skills in recording classroom behaviors, providing feedback and conduction effective post-observation conferences with teachers.

EDL 563 Educational Planning

Strategic and operational approaches to educational planning. The planning process will be examined in relation to budgeting, school facilities and staff development plans. Additional topics will include initiating and managing organizational change and site based management.

EDL 564 Administrative Applications of the Computer

Hands-on introduction to microcomputer software packages used for a variety of administrative applications. Designed for the prospective administrator who has basic knowledge of the computer. Access to a computer out of class is important for practice of skills introduced in class.

EDL 565 Applied Ethics for Administrators

Identification and analysis of typical ethical problems associated with the workaday practice of school administration. The case study method will be used to foster a sense of inquiry.

EDL 566 Personnel Administration

Examination of personnel functions, including recruitment, selection, orientation, evaluation, motivation, and compensation of school staff; labor relations and the collective bargaining process; skill development in fostering cooperative working relationships.

EDL 650 Independent Study and Research

Identification and investigation of a problem in the field of administration-supervision, with faculty advisement. Preparation consisting of time commitment of 115 hours and presentation of a scholarly document summarizing the study or research.

New Courses to be developed

- Quantitative research
- Qualitative research
- Statistics
- Social Equity in Administration
- Leading Organizational Change
- Leading a Learning Organization
- Seminar on Leadership and Organizational Culture

Potential New Courses (Illustrative only)

- Special education law
- Advanced school finance and analysis
- Topical seminars on state and national issues
- Adult learning
- Higher education finance
- Higher education law
- Student services in higher education
- Human Resource Administration
- Public Relations and Organizations

C. Identify Program models, program standards, and sources of technical advice employed in designing the program. Enclose copies of model curricula when relevant.

The Department of Educational Leadership must meet several quality control standards to remain accredited. These standards include (1) the requirement that students pass a comprehensive examination, the "Connecticut Administrators Test," based upon the "Interstate School Leader Licensure Standards" (ISLLC), (2) the requirement to meet or exceed the standards of National Council for the Accreditation of Teacher Education, which are the same as the State of Connecticut standards, and (3) to meet the revised standards for the certification of administrators within the State of Connecticut. This proposal has all courses and objectives tied together so as to meet current State of Connecticut Standards, Interstate School Leader Licensure Standards, and any NCATE requirements.

In addition, the proposed program at SCSU utilizes a program design process that requires student outcomes derived from State, National and University standards be translated into behavioral outcomes. All outcomes must be assessed in a variety of methods to ensure that student outcomes are obtained. Student outcomes are assessed analyzed and revised as necessary by the faculty. At SCSU the department strives to allow for adjustment during any phase of the process of leadership preparation as shown in figure four. Hence, at SCSU, the program standards have been developed to meet state and national standards.

All programs at Southern Connecticut State University follow a process model that incorporates portfolio assessment and ongoing program review. It is planned that the cohort of students will be limited to a maximum of 25 students. Cohort programs have been well received nationally, are the model finding favor within preparation programs in the field of Educational Leadership, and produce a good end result for the students involved. The program proposal was developed from within the department based upon what is currently known about making Ed.D programs more relevant. See list of references.

D. Indicate any requirements and arrangements for clinical affiliations, Internships, and practical or work experience. Describe how these will be administered and furnish the following assurances:

There will be field placements or internships for all students in the Program. These are contained within the Doctoral Inquiry Seminars previously described.

7. Resource Centers and Libraries (see 10a-34-18)

A. Report as accurately as practicable the number of volumes, periodicals, and other materials in the major field and cognate subject areas.

A major concern to any university offering an advanced degree is the quantity and quality of its holdings in its library. This issue is important to the current program that terminates with those students seeking certification for the Superintendentcy and for those students who desire to enroll in any type of an advanced degree program that would conclude with an advanced degree such as an Ed.D. While it is difficult to research all of the holdings within Buley Library it is possible to gain a sense of what is available to students currently. We believe that the current level of holdings in Buley Library is adequate in terms of volumes, periodicals, and materials for our current degree and certification offerings.

However, it must be remembered that the field of library science has changed significantly over the past several years. Access to holdings is important, but what is of equal importance is that in the 21st century access to information is gained through electronic methods. It will always be important to have an in house reservoir of materials for research it is equally important to have the electronic capabilities to search other known databases.

A cursory review of the holdings indicates there are 156 hard bound titles for educational philosophy, 278 for curriculum and instruction, and more than 149 for administration in public education, this does not count the 165 journal titles just for the keyword "education" many of which are applicable to the field of Educational Leadership. Under the heading of "School Administration and Organization," the possible hits on book titles rises to 1,222. System wide returns yielded 57, 636 book titles that are available for research. For SCSU alone the number of titles for just "education" is 26, 304 books. This collection exists with additional access to ERIC, RIJE, Dissertation Abstract International, as well as other online sources and access to the sources available within the Connecticut State System, Internet sources, etc. While not every journal in the field of Educational Leadership may be available on campus, it is possible for students and staff to obtain sufficient quality research to keep the faculty and staff abreast of recent developments and to conduct doctoral level quality research for dissertations. However, this is not to say that additional holdings would not be required. Precisely which new sources would be required beyond current holdings is difficult to ascertain, as new staff responsible for program implementation need to provide input and those staff have yet to be hired. While not all of the titles will be applicable to ongoing doctoral research it is worthy of note that doctoral programs have been offered with much fewer resources. Finally, many faculty members have access to materials that are needed to keep themselves up-to-date for curricular and instructional purposes, as would be expected of professionals. Many of these items are available to students on a loan basis.

Adequate Non-print Resources

The Multi-Media Department has consigned considerable equipment to the Department for instructional purposes. The Departments has two video cameras, three portable VCRs, four portable overhead projectors, four audiocassette recorders, one scanner/printer, and one 36" color television with VCR. The Educational Leadership Department has access to a portable color television projection device, which enables us to project video, videotaped, or computer-generated images on a theater-sized screen. For off-campus classes, professors use portable equipment or use equipment made available by the host site.

Computers connected to the campus mainframe UNIX, with printer access is located in each faculty member's office, the secretary's office and in the department conference room. The teaching faculty shares a laptop PC. Faculty is continually upgrading their technical computer skills through on campus workshops or self-purchased home computers and are exploring options to incorporate technology into the courses taught.

The most frequently used multi-media resources are videotapes, which are used quite extensively in the department. Collections of several professional journals are in the department offices and available to students as well as staff. Our students seldom need department or university computer facilities for personal use since they have access to them at home or in the schools where they are employed. Many faculty members use the computers to keep track of student progress via e-mail and to track progress in the profession. (Virtually all written assignments are produced on computers).

However, pending the approval of an Ed.D it is anticipated that departmental faculty at SCSU will avail themselves of technology for delivery of instruction, that would include: 1) compressed video technology, 2) setting up of specific chat rooms for online courses and dialogue, 3) other unforeseen improvements such as, See U - See Me technology, 4) computer assisted instruction, 5) and live camera instruction, through new and emerging technology. What will be or not be needed will in part be determined by staff hired and the new program as it is further refined and developed. Materials purchased will be available to students upon receipt and cataloging.

8. Admission Policies (see 10a-34-14)

Describe any additions to or variances from the general admission requirements of the institution. For graduate programs, describe specific admissions requirements.

The Department of Educational Leadership has traditionally attracted its student candidates for the Educational Leadership program from Connecticut's large urban centers. These centers are diverse in nature representing such areas as New Haven, Bridgeport, Waterbury, Norwalk, and Stamford. Candidates within the program represent diverse ethnic groups such as Latinos and African Americans. The largest minority group enrolled in SCSU's program for Educational Leadership is women.

The Department of Educational Leadership affirms its responsibility to recruit faculty and students from the diverse sections of society. The Department of Educational Leadership actively seeks faculty members from diverse backgrounds that can contribute to the preparation of school leaders for tomorrow.

All students who desire acceptance into the program of study for an Ed.D shall be admitted on probationary status. The requirements for application for admission (probationary) are as follows:

1. demonstrated prior leadership performance and experience
2. demonstrated ability to do academic work as is typically demonstrated by attaining a Bachelor's Degree with a GPA of 3.5, a Master's Degree, or other demonstrated forms of scholarship.
3. one of the following: at least three years of teaching experience, or three years of professional experience in higher education, human service organization, or a private educational facility.
4. three letters of recommendation from persons familiar with the candidates' work within the field of education on file in the office of Educational Leadership.
5. a minimum score of 1000 on the Graduate Record Exam, or a score in the upper quartile on the Millers Analogy Test
6. a writing sample stating how the Ed.D meets the career goals of the candidate.
7. evidence of academic ability, effective communication skills, leadership potential, and seriousness of purpose.
8. Students that have relevant course work in the sixth year program or approved doctoral programs will be able to transfer in 12 credit hours, depending upon how those courses fit into the overall approved planned course of study.
9. All applicants must enroll in the EDL Proseminar in Leadership Assessment. Selection for probationary entrance into the program is made after completion of this course.
10. All student are accepted on probationary status and must apply for candidate status after completing 12 credits of course work at SCSU, with an overall GPA of 3.0.

Once a student has been accepted into the program a course of study is prepared in cooperation with the student's advisor. Advisors are assigned on a temporary basis for the first semester after admission to the program. After the first semester a student may request any faculty member within the department to be the student's advisor. It is the advisors' duty to assist the student in formulating a committee that guides the student through the comprehensive examination and dissertation stage. The role of the student's advisor is to guide the student through the planned program of study. At SCSU the Ed.D committee consists of the chairman of the student's academic committee, and two other faculty members, one who must be from within the department.

9. Facilities and Equipment (see 10a-34-19).

Describe any specialized physical facilities and specialized equipment, which are necessary to initiate and maintain the program. If materials are not available already, provide a schedule for their acquisition.

Does not apply. Currently SCSU meets the requirements of federal law (American with Disabilities Act) all Handicapped and barrier free legislation. See SCSU Catalog on discrimination.

Appendix A

References

- Austin, G. R. (1979). Exemplary schools and the search for effectiveness. Educational Leadership, 37(1), 10-14.
- Averch, H. A.; Carroll, S. J.; Donaldson, T. S.; Kiesling, H. J.; & Pincus, J. (1972). How effective is schooling? A critical review and synthesis of research findings. Englewood Cliffs, New Jersey. Educational Technology Publications, 166-182.
- Azumi, J., & Madhere, S. (1982). Characteristics of high achieving elementary schools. Newark, NJ: Office of Research, Evaluations and Testing. Newark Board of Education (ERIC Document Reproduction Service No. ED 217 099)
- Bacharach, S. B., Mitchell S. M. (1983a). The generation of practical theory: Schools as political institutions. State University of New York, Ithaca. School of Industrial and Labor Relations at Cornell University. (ERIC Document Reproduction Service No. ED 243 176)
- Bacharach, S. B., Mitchell, S. M. (1983b). Notes on a political theory of educational organizations. Consensus and Power in School Organizations. Ithaca: State University of New York, School of Industrial and Labor Relations. (ERIC Document Reproduction Service No. ED 243 175)
- Behling, H. E. Jr. (1984). The effective school. Baltimore, MD: Monograph series, 10. Maryland Association of Teacher Educators, Maryland State Department of Education. (ERIC Document Reproduction Service No. ED 257 222)
- Bolman, L. & Deal, T. (1997) Reframing organizations: Artistry, choice, and leadership. San Francisco, CA. Jossey-Bass.
- Bossert, S.; Dwyer, D.; Rowan, B., and Lee, G. (1982). The instructional management role of the principal. Educational Administration Quarterly, 18(3), 34-64.
- Boyd, W. and Crowson, R. (1981). The changing conception and practice of public school administration. Review of Research in Education, 9, 311-373.
- Brookhover, W. B. and Lezotte, L. W. (1979). Changes in school characteristics coincident with changes in student achievement. East Lansing, Michigan: Institute for Research on Teaching (252 Erickson Hall, 48824), Michigan State University. Occasional Paper No. 17.
- Brookhover, W., Gigliotti, R. J., Henderson, R. D., & Schneider, J. M. (1973). Elementary school social environment and school achievement. Final Report. East Lansing, Michigan: College of Urban Development, Michigan State University. (ERIC Document Reproduction Service No. ED 086 306).
- Brookhover, W., Beady, C., Flood, P., Schweitzer, J., & Wisenbaker, J. (1977). Schools can make a difference. East Lansing, Michigan: College of Urban Development, Michigan State University. (ERIC Document Reproduction Service No. ED 145 034)

- Brookhover, W. B. (1981). Effective secondary schools. Philadelphia: Research for Better Schools. (ERIC Document Reproductions Service No. ED 231 088).
- Brookhover, W. B. (1987). Distortion and overgeneralization are no substitute for sound research. Phi Delta Kappan, 69(3), 225-227.
- Brundage, D. (ed) (1979). The journalism research fellows report: What makes an effective school? Washington, D.C.: George Washington University
- Butler, D. (1957). Four philosophies and their practice in education and religion. New York: New York, Harper and Brothers Publishers.
- Caliguri, J., Krueger, J. P., and Bailey, E. R. (1984). Bureaucratic versus loose coupling governance: Ownership or chaos in managing conflict? University of Missouri at Kansas City, Mo. (ERIC Document Reproduction Service No. ED 253 920)
- Campbell, R., Cunningham, L., McPhee, R., & Nystrad, R. (1970). The organization and control of American schools (4th ed). Columbus, Ohio: Charles E. Merrill Publishing Company.
- Charters, W. W. Jr. (1975). Role coupling in the schools work system: Operationalizing task interdependence among teaching personnel. Working paper prepared for a meeting of the task group on educational systems as loosely coupled organization. LaJolla, Ca. 1975 (ERIC Document Reproduction Service No. ED 283 291)
- Clark, D.L. and McKibbin, S. (1982). From orthodoxy to pluralism: New views of school administration. Phi Delta Kappan, 63(10) 669-672.
- Clark, T. A. and McCarthy, D. P. (1983). School improvement in New York City: The evolution of a project. Educational Researcher, 12(4), 17-23.
- Clark, D., Lotto, L., & McCarthy, M. (1980). Factors associated with success in urban elementary schools. Phi Delta Kappan, 61(7), 467-470.
- Clark, D., Lotto, L., & Astuto, T. (1984). Effective schools and school improvement: A comparative analysis of two lines of inquiry. Educational Administration Quarterly, 20(3), 41-68.
- Connecticut State Department of Education. (1998). Defining effective leadership for Connecticut's Schools. Monograph. Connecticut Advisory Council for School Administrator Standards.
- Crowson, R., & Morris, V. C. (1982). The principal's role in organizational goal attainment: Discretionary management at the school site level. Paper presented at the annual meeting of the American Educational Research Association. New York. (ERIC Document Reproduction Service No. ED 218 766)
- Crowson, R. L. & Porte-Gertie, C. (1980). The discretionary behavior of principals. Educational Administrative Quarterly, 16(1), 45-69.
- Curriculum Research and Evaluation Inc. (2000). National Survey Concerning the Implementing the Ed.D Program at SCSU. Report to the Education Policy Committee of the Faculty Senate, SCSU. February 2000. pp 10.

- Daresh, J. & Playko, M. (1989). In search of critical skills for beginning principals Paper presented at the annual meeting of the University Council for Educational Administration, Phoenix, AZ.
- Deal, T.E. & Celotti, L.D. (1980). How Much Influence Do (Can) Educational Administrators Have On Classrooms? Phi Delta Kappan, 61(7), 471-473.
- Deal, T. E. (1985). The symbolism of effective schools. The Elementary School Journal, 85(5), 601-620.
- Doherty, V., & Peters, L. (1981). Goals and objectives in educational planning and evaluation. Educational Leadership, 38, 606-611.
- Duckett, W., Park, D., Clark, D., McCarthy, M., Lotto, L., Gregory, L, Herilhy, J., & Burelson, D.L. (1980). Why do some schools succeed? The Phi Delta Kappan Study of Exceptional Urban Elementary Schools. Bloomington, Ind: Phi Delta Kappan. (ERIC Document Reproduction Service No. ED 194 660)
- Edmonds, R. R. (1979). A discussion of the literature and issues related to effective schooling. (ERIC Document Reproduction Service No. ED 170 394)
- Edmonds. R. (1979b). Effective Schools for the urban poor. Educational Leadership, 37(1), 15-24.
- Edmonds, R. R., & Frederiksen, J. R. (1979). Search for effective schools: The identification and analysis of city schools that are instructionally effective for poor children. (ERIC Document Reproduction Service No. 170 396)
- Edmonds, R. R. (1983). An overview of school improvement programs. Washington, D. C. Report to National Institute of Education. (ERIC Document Reproduction Service No. ED 250 790)
- Education Alliance, The (1998). Connecticut State University Cost/Benefit Analysis of Ed.D Project. (Draft) The Education Alliance. Framingham, MA.
- Fairman, M. & Clark, E. (1985). Moving Towards excellence: A model to increase student productivity. NASSP Bulletin, 69(477), 6-11.
- Fetters, W., Collins, E. F., & Smith, J. W. (1968). Characteristics differentiating under and over-achieving elementary schools. Washington D.C. National Center for Educational Statistics, (DHEW) Division of Data Analysis and Dissemination. (ERIC Document Reproduction Service No. ED 021 318)
- Felsenthal, H. (1982). Factors influencing school effectiveness: An ecological analysis of an effective school. Paper Presented at the Annual Meeting of the American Research Association, New York, N. Y. (ERIC Document Reproduction Service No. ED 214 299)
- Firestone, W. A., & Herriott, R. E., (1981). The bureaucratic elementary school: Comparing two images of elementary, jr. high and high schools. Paper presented at the annual meeting of the American Educational Research Association, Los Angeles, Ca. (ERIC Document Reproduction Service No. ED 203 532).
- Firestone, W. A., & Herriott, R. E. (1982b). Prescriptions for effective elementary schools don't fit secondary schools. Educational Leadership, 40(3), 51-53.

- Firestone, W. A., & Wilson, B. L. (1984). What can principals do? Culture is a key to more effective instruction. NASSP Bulletin, 68, 7-11.
- Fisher, D. (1991). An introduction to constructivism for social workers. New York: New York. Praeger Publishing.
- Gigliotti, R. J., & Brookhover, W. (1975). The learning environment: A comparison of high and low achieving elementary schools. Urban Education, 20(3), 245-261.
- Goodlad, J. I. (1984). A place called school. New York: McGraw- Hill Book Co.
- Irvine, D. L. (1979). Factors associated with school effectiveness. Educational Technology, 29(5), 53-55.
- Johnston, J. H. (1987). Values, culture and the effective schools. NAASP Bulletin, 71(497), 79-88.
- Kelly, T. F. (1988). Practical Strategies for School Improvement. Unpublished Manuscript.
- Kelly, T. F., & Rooney, S. M. (1989). New York State Education Department effective schools consortium survey: Reliability and validity. The Effective School Report, 1(3), 3-4.
- Kirst, M. (1981). Loss of support for public secondary schools: Some causes and solutions. Daedalus, 110, 45-68.
- Lambert, L., Walker, D., Zimmerman, D., Cooper, J., Lambert, D., Gardner, M., & Slack, P. J. (1995). The constructivist leader. New York, New York: Teachers College Press, Columbia University.
- Lezotte, L. W. (1984). School effectiveness research: A tribute to Ron Edmonds. One perspective on effective schools research agenda. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans. (ERIC Document Reproduction Service No. ED 253 961)
- MacPhail-Wilcox, B., & Guth, J. (1983). Effectiveness research and school administration: Both sides of the coin. NASSP Bulletin, 67(465), 3-8.
- Macy, K. P. (1986). An empirical study of the organizational structure and coordination of large and small, public and non-public high schools in Minnesota--Some considerations for educational leaders. Dissertation Abstracts International, 47 AAC #862 7028. 277pp.
- Mann, D., & Inman, D. (1984). Improving education within existing resources: The Instructionally effective schools approach. Journal of Educational Finance, 10(2), 256-269.
- Maryland State Department of Education (1978). Process evaluation: A comprehensive study of outliers. Baltimore: The Maryland State Department of Education. (ERIC Document Reproduction Service No. Ed 160 644).
- Murphy, J. A., Hallinger, P., & Mesa, R. P. (1984). Strategies for coupling schools: The effective schools approach. Educational Evaluation and Policy Analysis, 6(1), 5-13.
- Murphy, J., & Hallinger, P. (1985). Effective high schools - What are the common characteristics? NASSP Bulletin, 69(477), 18-22.

- Murphy, J., Weil, M., Hallinger, P., & Mitman, A. (1985). School effectiveness: A conceptual framework. The Educational Forum, 49(3), 361-74.
- New York City Board of Education (1979). School improvement project: The case study phase. New York: New York. School Improvement Project.
- Orlich, D. C. (1978). Designing Sensible Surveys. Pleasantville, New York: Redgrave Publishing Co.
- Owens, R.G. (1985). American high school as a clan: Dynamics of organization and leadership. Paper presented at the annual meeting of American educational research association. Chicago, IL. (ERIC document reproduction service No. ED 262 480).
- Peterson, K., Murphy, J., & Hallinger, P. (1987). Superintendents' perception of the control and coordination of the technical core in effective school districts. Educational Administration Quarterly, 23(1) 79-95.
- Purkey, S. C., & Smith, M. S. (1983). Effective schools-A review. Elementary School Journal, 83, 427-452.
- Ramsey, R. (1999). Lead, follow or get out of the way: How to be a more effective leader in today's schools. Thousand Oaks, California. Corwin Press.
- Richards, D. M. (1986). Productive and effective schools. Paper presented at the Annual Meeting of the American Educational Finance Association, Chicago, Ill. (ERIC Document Reproduction Service No. ED 268 637)
- Rowan B., Bossert, S., & Dwyer, D. (1983). Research on effective schools: A cautionary note. Educational Researcher, 12(4), 24-31.
- Rutter, M., Maughum, B., Mortimore, P., Ouston, J., & Smith, A. (1979). Fifteen thousand hours: Secondary schools and their effects on children. Cambridge: Harvard University Press.
- Schmieder, J. & Cairns, D. (1996). Ten Skills of Highly Effective Principals. Lancaster, PA. Technomics Publishing Company.
- Shiro, Dora. (1985). Safe schools, sound schools: Learning in a non-disruptive environment. New York. Teachers College Press, Columbia University. (ERIC Document Reproduction Service No. ED 253-602)
- Sizemore, B. A. (1985). Pitfalls and promises of effective schools research. Journal of Negro Education, 54(3), 269-288.
- Stedman, L. C. (1985). A new look at the effective school literature. Urban Education, 29(3), 295-326.
- Stedman, L. C. (1987). Its time we changed the effective schools formula. Phi Delta Kappan, 69(3), 215-223.
- Stevens, Betty. (1985). School effectiveness: Eight variables that make a difference. Michigan State Board of Education, Lansing, Mich. (ERIC Document Reproduction Service No.ED 217-218)

- Spartz, J. L., Valdes, A. L., McCormick, W. J., Myers, J., & Geppart, W. J. (1977). Delaware educational accountability system case studies: Elementary grades 1-4. Dover, Delaware: Delaware Department of Instruction. (Report of Results).
- Squires, D. (1980). Characteristics of effective schools: The importance of school processes. Philadelphia: Research For Better Schools, Inc. (ERIC Document Reproduction Service No. 197 486)
- Weber, G. (1971). Inner-city children can be taught to read: four successful schools. Washington, D. C. CBE Occasional Papers No. 18, Council for Basic Education.
- Weick, K. E. (1982). Administering education in loosely coupled systems. *Phi Delta Kappan*, 63(10), 673-676.
- Wellisch, J. B., Mac Queen, A. H, Carrier, R., & Duck, G., (1978). School management and organization in successful schools. *Sociology of Education*, 51(3), 211-226.
- Whitford, B. L., & Kyle, D. W. (1984). Interdisciplinary teaming: Initiating change in a middle school. Paper presented at the annual meeting of the educational research association, New Orleans. (ERIC Document Reproduction Service No. ED 263 672)
- Wilson, B. L., & Corbett, H. D. (1983). Organization and change: The effects of school linkages in quality of implementation. *Educational Administration Quarterly*, 19(4), 85-104.

Appendix B

ISLLC Standards

Interstate School Leaders Licensure Consortium: Standards for School Leaders. (1996). Washington, D. C: Council of Chief State School Officers.

1. A school administrator is an educational leaders who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision that is shared and supported by the school community.
2. A school administrator is an educational leaders who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.
4. A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner.
6. A school administrator is an educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context.

Appendix C

Connecticut Standards for School Leaders

1. The Educated Person
The school administrator is a school leader who promotes the success of all students by facilitating the development; articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. The Learning Process
The school leader possesses a current, research and experience-based understanding of learning theory and human motivation, helps develop such understanding in teachers and parents, and uses that understanding to promote the continuous improvement of student learning. (i.e. Common Core of Learning).
3. The Teaching Process
The school leader possesses a knowledge of teaching which is grounded in research and experience, and uses that knowledge to foster teachers' reflection on the impact of their professional beliefs, values, and practices of student learning. (i.e. Common Core of Teaching).
4. Diverse Perspectives
The school leader understands the role of education in a pluralistic society, and works with staff, parents, and community to develop programs and instructional strategies that incorporate diverse perspectives.
5. School Goals
The school leader actively engages members of the school community to establish goals that encompass the school's vision of the educated person and in developing procedures to monitor the achievement of those goals.
6. School Culture
The school leader utilizes multiple strategies to shape the school culture in a way that fosters collaboration among the staff and the involvement of parents, students, and the community in efforts to improve student learning.
7. Student standards and assessment
The school leader works with the school community to establish rigorous academic standards for all students and promotes the use of multiple assessment strategies to monitor student progress.
8. School Improvement
The school leader works with staff to improve the quality of school programs by reviewing the impact of current practices on student learning, considering promising alternatives, and implementing program changes that are designed to improve learning for all students.
9. Professional development
The school leader works with staff to plan and implement activities that promote the achievement of school goals, while encouraging and supporting staff as they assume responsibility for their professional development.
10. Integration of staff evaluation, professional development, and school improvement.
The school leader works with staff to develop and implement an integrated set of school-based policies for staff selection, evaluation, professional development, and school improvement that result in improved teaching and learning for all students.
11. Organization, resources, and school policies
The school leader works with staff to review the school organization and resources, and develops and implements policies and procedures to improve program effectiveness, staff productivity and learning for all students.
12. School-community relations
The school leader collaborates with staff to create and sustain a variety of opportunities for parent and community participation in the life of the school.

Appendix D

Sample Course Syllabi

Course Title: EDL 681

Fall 2000

Syllabus Author: Dr. Don Cairns

Southern Connecticut State University

Instructor: Dr. Donald V. Cairns

Room 8 Educational Leadership

Office Hours Posted or by appointment

Office Phone 203-392-5344

E-mail: donvcairns@aol.com

Fridays reserved for grading papers, preparation, research and writing

Course Number: EDL 681 Course Title: Leadership Development Credit Hours: 3 credit hours

Prerequisites: Masters Degree

Course Description: EDL 681 is intended to expose the student of educational administration to the fundamentals of leadership, the major focus is upon the fit between a leader and other elements of the school organization ($el = f(l, f, s)$). How an effective leader manages change, the different elements of followers, and how conflict is generated or avoided to implement change.

Course Contribution: The course's contribution to the program and college's goals.

This course contributes to the educational leadership program by allowing the student to assess their leadership style, how that style matches follower levels of maturity, and follower motivational factors. That the process of leadership is highly interactive, involving many actors and personalities, and that, conflict is inevitable. Understanding oneself (the leader) and how one either contributes to conflict or reacts to stressful and threatening situations is important. This is easily demonstrated in the simple formula ($el = f(l, f, s)$). This means that an effective leader is a function of the leader, follower, and situation. Great emphasis will be placed upon integration of concepts. Students are required to reflect upon how their style of leadership interacts in a school setting.

This course allows students to begin to understand the dynamics of educational leadership and its dynamics. The course is designed to expose the student to the theoretical underpinnings of situational leadership, how those underpinnings impact conflict while at the same time exposing the student to real life situations in a "safe environment."

Course Objectives: At the end of this course through class discussions, group activities, presentations, papers, and tests (essay, problem solving) the student will be able to:

A. promote and facilitate the process of change.

NACATE standards #1.1, 1.2, 1.3,1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 6.1, 6.2, 6.3, 6.4, 10.1, 10.2, 10.3, 10.4, 10.5

ISLLC standards #1, 2, 3,

CT Standards # 1, 2, 4, 6, 8, 9, 10, 11, 12

B. understand and appreciate of societal influences on schools and schooling.

NCATE standards 1.6, 2.1, 3.6, 6.2, 6.3, 6.4

ISLLC standards # 1, 2, 3, 4, 5, and 6

CT standards # 4, 5, 6, 7, 8, 9, 12

I. understand the interrelatedness of the school to its community

NCATE standards # 2.1, 4.1, 4.5, 6.2, 10.2, 10.3, 10.4, 10.5

ISLLC standards # 1, 2, 3, 4, and 6

CT standards # 1, 2, 4, 5, 6, 7, and 12

J. understand the politics of education in a pluralistic society

NCATE standards 4.1, 6.1, 6.2, 6.3, 6.4, 10.1, 10.3,

ISLLC standards #1, 3, 4, and 6

CT standards # 1, 4, 5, 6, 8, 9, 10, 11, and 12

K. understand and facilitate the processes of human resource development

NCATE standards # 4.1, 4.2, 4.3, 4.4, 4.5, 6.1, 6.2, 6.3, 6.4, 10.1, 10.2, 10.3

ISLLC standards # 1, 2, 3, 4, 5 and 6

CT standards # 1, 5, 6, 8, 9, 10, 11 and 12

Assessment of objectives:

A to K Assessed by weekly question and answer sessions, dialogue with students.

A to K Assessed by final examination involving case study and analysis of the case study.

A to K Assessed by formal presentation, paper that is case study based upon the students school site.

A to K Assessed by formal written paper.

A to K Assessed by reflective paper of student's leadership style.

Modes of Instruction: Class discussion, readings, film excerpts, presentations, situationals, personal professional portfolios, and written assignments will be utilized.

Course content outline:

Actual course content will vary depending upon the needs, and skills of the particular class. Students are expected to read and assimilate information, synthesize the content into an operational model. Activities and discussions grow out of the knowledge and skill domains in the NCATE, ISLLC and Connecticut State curriculum and program standards/guidelines for Educational Leadership

Area I Strategic Leadership: The knowledge, skills, and attributes to identify contexts; develop with others vision and purpose, use information, frame problems, exercise leadership processes to achieve common goals, and act ethically for educational communities.

1. Professional and ethical leadership
2. Information management

Area II Instructional leadership: The Knowledge, skills and attributes to design with others appropriate curriculums, and instructional programs; develop learner centered school cultures; assess outcomes; provide student personal services; and plan with faculty professional development activities aimed at improving instruction.

4. Professional development and human resources

Area III Organizational Leadership: The knowledge, skills, and attributes to understand and improve the organization, implement operational plans, manage financial resources, and apply decentralized management processes and procedures.

7. Interpersonal relationships.

Area IV Political and Community Leadership the knowledge, skills, and attributes to act in accordance with legal provisions and statutory requirements, apply regulatory standards, develop and apply appropriate policies; be conscious of ethical implications of policy initiatives and political actions; relate public policy initiatives to student welfare; understand schools as political systems; involve citizens and service agencies; and develop effective staff communications and public relations programs.

10. Community and media relations
11. Educational law, public policy, and political systems.

Handicapped Accommodation Statement: If you need course adaptations or accommodations due to a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

Main texts: (required)

Hersey, P. and Blanchard, K. (1993). 6th ed. Management of organizational behavior: Utilizing human resources. Prentice-Hall, New Jersey.

The focus of this text is based upon the framework of situational leadership. Situational leadership is derived from Ohio State Leadership Studies, work of Tannenbaum and Schmidt, Warren Bennis, Maslow, Herzberg and others.

Supplementary: (not required)

Schmieder, J. and Cairns, D. (1996). Ten skills of highly effective principals. Technomic Publishing Co. Lancaster, PA.

The focus of this text is upon the critical skills of a principal as initiated by Daresh and Playko. The text blends in well with the main text to make the concepts studied in the main text real. This is accomplished through the use of many different types of situations that a principal may be confronted with as the principal works to develop and implement a school vision.

The student will need to obtain an APA Publication Manual 4th edition. These are available on a regular basis from the college bookstore. While available on the Internet this model lacks depth and is superficial, if the students rely upon this the burden of accuracy for citations is not lessened. The student may try to get by without access, but will in most cases struggle and not do well. APA style is the adopted style for all professional papers within the department of Educational Leadership.

The professor reserves the right to make adjustments to the course material as deemed necessary.

Course Requirements, Assessment Procedures, and Grading requirements:

It is expected that the student will read on his/her own to reinforce the information and topics discussed in class from Hersey and Blanchard. The professor reserves the right to administer a test at any given time.

1. A presentation by a student or a very small group of students. The presentation will be given to the whole class. The presentation will be delivered on one of the topics below and upon completion of the presentation to the class, the professor will receive a paper of ten pages to fifteen pages in length on the same topic as was presented on. Presentations will begin at approximately session 2 or 3 and continue until the end of the semester. Signing up for the topics will occur during the first session. The presentation/paper will be graded on the following basis.

- A. **level of scholarly inquiry**. It is expected to be high. No pop literature is to be used. For example; i.e.: no newspaper articles, interviews (unless a nationally recognized expert in the field), no National School Board Journal, Executive Educator, etc. Examples of permissible items are Phi-Delta-Kappan, Journal of School Leadership, The Record, PDK Fastbacks, ERIC Microfiche, Interlibrary loan items of high quality, recognized texts, etc.
- B. **overall organization** the topic, of the paper, quality of presentation and utilization of major headings and side headings, etc.
- C. **Correct usage of grammar, spelling, and syntax**.
- D. **Usage of APA Style manual**. In the reference list and body of the text according to APA Style manual. Use at least 15 sources.
- E. **Level of integration of Leadership Principles (Hersey and Blanchard) and the other topical heading**.
- F. If at all possible, after you have been assigned or selected one of the topics below, link your paper, presentation, and research to a real problem in your building. Use different names if necessary for personnel issues, etc. to protect identities. The paper should be developed in parts.
 1. Developing the case situation as a linkage to the theory
 2. Setting the theoretical base.
 3. From research and theory develop a strategy to cope with the problem administratively.

NCATE standards #1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 2.1, 2.2, 2.3, 6.1, 6.2, 6.3, 6.4, 10.1, 10.2, 10.3, 10.4, 10.5

The student is to keep the presentation, paper, etc. in a notebook. This notebook is to be shared with the student's advisor as the department will be moving towards portfolio assessment in the very near future and will be counted towards student matriculation.

The student may use whatever instructional methods they desire.

Topics: The student must select from one of these topics and no other

- Leadership and Site-Based Management
- Leadership and Supervision
- Leadership and Improving the Instructionally Weak Teacher
- Leadership and the Effective Schools Correlates: Are we using what is available?
- Working With Reluctant Teachers: Can They Be Empowered
- Leadership and Low Expectations of Staff and Students: Can the Cycle be Broken
- Leadership and Working With Difficult People: Where does Hersey and Blanchard Fit?
- Anti-Intellectualism among Teaching Staff: What is the Principals Responsibility?

Alternatives:

- *Utilizing all of the styles of leadership: How?*
- *Is Leadership and Stewardship synonymous?*

Grading is to be on a level with a 600 level course. No late papers accepted.

2. Examinations will be given. A mid-term or a final (maybe both). Taken in class. If the test is blown, the test is blown. No re-reads on poor performances, no re submissions. **The exams will be of an essay type involving an analysis and synthesis of content.** Examinations will cover all of the content included in the class. This would cover student presentations. NCATE standards #1.1, 1.2, 1.5, 1.6, 1.7, 6.1, 6.2, 6.3, 6.4, 10.1, 10.2, 10.3, 10.4, 10.5)

3. Personal reflection paper that covers a self-analysis of one's strengths and weaknesses. Paper should be no more than 2-3 pages in length analyzing personal perception of leadership style as revealed in the lead instrument. Personal reflection paper related to analysis of self (strengths, weaknesses related to the domains of Connecticut standards for administrators, ISLLC and NCATE standards #1.1, 1.2, 1.5, 1.6, 1.7, 6.1, 6.2, 6.3, 6.4, 10.1, 10.2, 10.3, 10.4, 10.5).

4. Attendance will be taken as per a sign in sheet.

Students that miss class will miss class. There will be no make-ups, no special meetings between the instructor and the student. If the missed classes get to be excessive (20%) the grade will suffer at least one full grade. While the instructor will not formally take role, the students are expected to come to class prepared and to participate. There will be a sign up sheet.

Week one: Review of syllabus with the class, expectations, absences, introductions, and course requirements (go over the presentation assignment; spend time with the APA Manual). Start on Hersey and Blanchard.

Week two: continue notes from Hersey and Blanchard.

Week three: Hersey and Blanchard. Administer the lead instrument to the class and discuss its meaning and interpretation.

Week four Hersey and Blanchard. Cover the ten top skills necessary for a successful principal.

Week five Hersey and Blanchard, "From Ten Skills of Effective" The anonymous note exercise." Hoosiers

Mid Term exam possible

Week six: Hersey and Blanchard. Exercise number six from "Ten Skills," goal setting exercise. Hoosiers. Anti-Intellectualism among Teaching Staff: What is the Principals Responsibility?

Week seven: Hersey and Blanchard. Essay type exam over content to date. Leadership and Working With Difficult People: Where does Hersey and Blanchard Fit? Hoosiers.

Week eight: Hersey and Blanchard. Hoosiers. Presentation Leadership and Site-Based Management. Hoosiers

Week nine: Hersey and Blanchard. Exercise from "Ten Skills" Presentation Leadership and Supervision

Week ten: Hersey and Blanchard. Exercise from "Ten Skills" Presentation Leadership and Improving the Instructionally Weak Teacher

Week eleven: Hersey and Blanchard. Exercise from "Ten Skills" Presentation Leadership and the Effective Schools Correlates: Are We Using What Is Available?

Week twelve: Hersey and Blanchard. Exercise from "Ten Skills" Presentation Working With Reluctant Teachers: Can They Be Empowered

Week thirteen: Hersey and Blanchard. Exercise from "Ten Skills" Presentation Leadership and Low Expectations of Staff and Students: Can the Cycle be Broken

Week fourteen: Final Examination.

Week fifteen: End of semester, turn in grades.

Bibliography

Acheson, K. & Gall, M. (1992). Techniques in the clinical supervision of teachers: Preservice and Inservice applications. (3rd). New York, New York. Longman Publishers.

Berliner, D. & Biddle, B. (1997). The manufactured crisis: Myths, fraud and attack on America's public schools. White Plains, New York. Longman Publishers.

Bennis, W. (1994). On becoming a Leader. New York, New York. Addison-Wesley Publishing Co.

Blase, J. (ed.). (1991). The politics of life in schools: Power, conflict and cooperation. Newbury Park, CA.; Sage Publications.

- Capper, C. (1993). *Educational Administration in a pluralistic society*. Albany, New York. State University of New York Press.
- Hall, G. & Hord, S. (1984). *Change in schools: Facilitating the process*. Albany, New York. State University of New York Press.
- Ramsey, R. (1999). *Lead, follow or get out of the way: How to be a more effective leader in today's schools*. Thousand Oaks, California. Corwin Press.
- Schmieder, J. & Cairns, D. (1996). Ten Skills of Highly Effective Principals. Lancaster, PA. Technomics Publishing Company.
- Weick, K. E. (1982). Administering education in loosely coupled systems. *Phi Delta Kappan*, 63(10), 673-676.

Course Title: EDL* Social Equity in Administration

Syllabus Author: Dr. Christine Villani

Course Number *** Course Title: Social Equity in Administration Credit Hours 3

Prerequisites: EDL 5681, 682 and 590

Course Description: Identification and analysis of the social and ethical issues impacting the lives of people and on the work of educational leaders in dealing with these issues.

Course's Contribution to Program and College Goals: EDL* develops a foundation that enables educational leaders to make connections between social issues, social change, and ethics; between global and societal changes and resulting issues for the full development of human potential. The course addresses global and American values, personal values and professional commitments, and links theory and philosophy to the practice of collaboration. The primary goal is to stimulate reflection on aspects of life in American culture that limit both the freedom and the full development of human potential; to ask students to consider creative responses to these limitations, and to ask students to re-examine personal and professional commitments to valuing diversity, dignity, and democracy.

Course Objectives: As a result of their successful completion of EDL* learners will:

1. Demonstrate the ability to discuss American culture and its influence on individuals, families and values.
2. Understand ethics, its dynamics, and impact on leadership.
3. Understand the impact of social/economic status on expectations, attitudes, and opportunities of citizens in this society.
4. Demonstrate an understanding of ethics and ethical practice in educational leadership.
5. Examine in depth societal change/issues (e.g. racism, gender issues, poverty, welfare, homelessness, violence) that has significantly impacted the lives of young persons and the work of educators and other human service professionals.
6. Reflect on aspects of life in American culture that limit both freedom and the full development of human potential as well as understand creative responses to these limitations by collaboration with schools and community agencies.
7. Re-examine personal and professional commitment to valuing diversity, dignity, and democracy.
8. Develop skills of dialogue, communication and collaboration.

Modes of Learning: Interactive discussion, dialogue, presentations, and reflective in class analysis all will be utilized for student learning.

Assessment of Objectives:

1. All objectives assessed by weekly class dialogue and discussions.
2. Objectives 5-7 assessed by reaction/reflection papers.
3. Objectives 3, 5, and 8 assessed by the symposium.

Course Content Outline:

I. Personal Approach to Ethics

- A. Ethical Norms
- B. Social Norms
- C. Human Actions
- D. Making Ethical Decisions
- E. Ethics and Educational Leaders

II. Social Issues Over Time 1950's to Present

- A. Homelessness/ Public Housing
- B. Racism
- C. Gender/Family Issues
- D. Poverty/Welfare
- E. Health/Lifestyle
- F. Ties to Educational and Impact on Leadership

III. Racism

- A. Civil rights legislation
- B. Affirmative Action
- C. Ethnocentrism and racial healing

IV. Poverty

- A. Causes of poverty
- B. Causes of homelessness
- C. Welfare system
- D. Life in urban ghetto

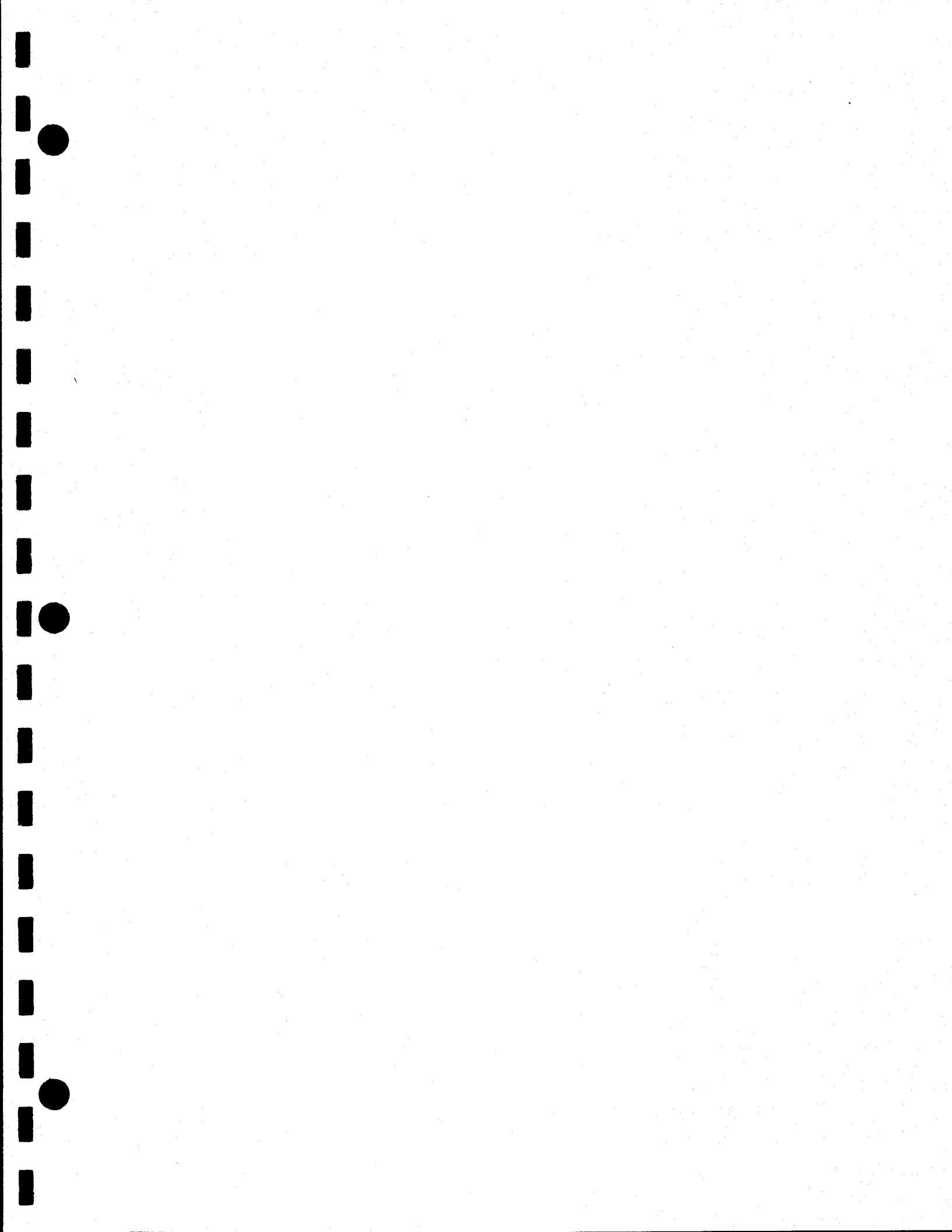
V. Gender/Family Issues

- A. Violence
- B. Culture and self-esteem on woman
- C. Changing families
- D. Ethics and gender

VI. Pluralism and Discourse Ethics

- A. Pluralism
- B. Justice
- C. Discourse Ethics

Handicapped Accommodation Statement: In accordance with Section 504 and the ADA any student who needs accommodation or special consideration due to a disability should see the instructor immediately.



Required Texts:

Canada, G. (1995). Fist, stick, gun, knife. Boston: Beacon Press

Dalton, H.L. (1995). Racial healing. NY: Anchor Books

Kotlowitz, A. (1991). There are no children here. NY: Anchor Books

Kozol, J. (1995). Amazing grace. NY: Crown Publishers

Pipher, M. (1994). Reviving Ophelia. NY: Ballantine Books

Quint, S. (1994). Schooling homeless children. NY: Teachers College Press

Rebore, R. (2001). The ethics of educational leadership. NJ: Merrill Prentice Hall.

Course Requirements:

All written materials are to be word processed or typed in format and style prescribed in the Publications Manual of the American Psychological Association, 4th edition.

Reading Reaction Papers: Each student will prepare three reading reaction papers of 6-8 pages each. Each paper will be a comparison and contrast of two books from the class. The following points must be addressed: major concepts and themes of the books, the authors major assumptions and points of view, aspects of each book you disagree with or do not fully understand with a rationale for your disagreement, impact of these books on you personally and professionally (be specific).

Pairs of books for the assignment are: Paper 1: There Are No Children Here and Racial Healing; Paper 2: Fist Stick Knife Gun and Reviving Ophelia; Paper 3: Schooling Homeless Children and Amazing Grace. Each paper is worth 15 points for a total of 45 points of your grade.

Symposium- Each student will be assigned to a group for the purpose of becoming well informed about social issue during the group's assigned decade- 1950's, 60's, 70's, 80's, or 90's. Students will design and implement strategies for researching the decade and will be responsible for developing and presenting a workshop style presentation for the class. Presentations will focus on results for the groups investigation of the decade both nationally and locally in terms of social issues and change. Issues to be addresses include public housing/homelessness; racism; gender; family issues; health/life style issues; school reform issues; and poverty/welfare issues. Each symposium is to include the following: attention-getting introduction to establish focus; purpose of the presentation; and flavor of the decade; presentation of data to establish both a national and local picture of issues (data may be both quantitative and qualitative); creative participatory learning experience for all class members; multimedia usage; and handouts for all students.

40 points

Attendance and Participation- 15 points

Bibliography

- Abrams, J. (ed.) (1994). The shadow in america: Reclaiming the soul of a nation. Novato CA: Nataraj Publishing.
- Apple, M, & Bean, J. A. (eds) (1995). Democratic schools. Alexandria, VA: Association for Supervision and Curriculum Development.
- Barth, R. (1991). Improving schools from within. San Francisco: Jossey Bass.
- Bellah, R.N., Madsen, R. Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). Habits of the Heart. NY: Harper and Row
- Bellah, R. N., et al (1991). The good society. NY: Knopf
- Cose, E. (1993). Rage of a privileged class. NY: Harper Perennial
- Edleman, M.W. & Solow, R. M. (1994). Wasting america's future. Boston: Beacon Press
- Gans, H. J. (1995). The war against the poor. NY: Basic Books
- Glasser, W. (1990). The quality school. NY: Harpers
- Goodlad, J. I. (1984). A place called school. NY: McGraw Hill
- Hacker, A. (1992). Two nations: Black and white, separate, hostile and unequal. NY: Scribners.
- Jacoby, Russell (1994). Dogmatic wisdom. NY: Doubleday
- Jhally, S. & Lewis, J. (1992). Enlightened racism: The Cosby show, audiences, and the myth of the american dream, Boulder CO: Westview Press.
- Polakow, V. (1993). Lives on the edge. Chicago: University of Chicago Press.
- Shweder, R. A. (1991). Thinking through cultures. Cambridge MA: Harvard Press
- West, C. (1993). Race matters. Boston: Beacon Press
- Wilson, W.J. (1995). When work disappears. NY: Vintage Books

EDL* Seminar on Leadership and Organizational Culture

Dr. Christine Villani
Wintergreen 151

203-392-5343

Course Number *** Course Title Seminar on Leadership an Organizational Culture
Credit Hours 3 Prerequisites: EDL 681, 682, and 590

Course Description: This course involves an in-depth exploration into the concept of organizational culture and organizational climate. The course investigates the impact of leadership style and behaviors on the culture of the organization and the implications for developing and leading an effective organization.

Course Contribution to Program Goals: This course contributes to the doctoral program in educational leadership by engaging students in an in-depth investigation and dialogue surrounding the concept of organizational culture and its influence on a leader's ability to develop an effective learning and leading organization. The course demonstrates how leaders can apply the principles of culture to change and lead an effective organization. Study includes understanding how to identify, nurture, and shape the culture of an organization as well as synthesizing knowledge of existing subcultures and their impact on the overall culture and climate of the organization.

Course Objectives: Following completion of this course the learner will:

1. Understand and analyze organizational culture.
2. Synthesize the various levels of culture.
3. Understand the concept of organizational climate and the difference between climate and culture.
4. Synthesize knowledge of leadership and the impact of leadership behaviors upon the culture and climate of the organization.
5. Analyze the external and internal environments that contribute to culture.
6. Understand the ethical problems in analyzing organizational culture.
7. Demonstrate the ability to be a learning leader and a cultural facilitator.

Assessment of Objectives:

1. All objectives are assessed by ongoing dialogue and classroom activities.
2. All objectives are assessed by a Cultural Analysis Paper.
3. All objectives are assessed by case analysis of organizations.

Modes of Learning: Students will participate in dialogue, discussion, and analysis of cases along with incorporation of actual organizational scenarios.

Course Content Outline:

- I. Understanding Culture and Its Dimensions.
 - A. Defining organizational culture
 - B. Defining organizational climate
 - C. Various levels of culture
 - D. External environments
 - E. Internal environments and integration
 - F. Reality, truth, time and space
 - G. Human nature and relationships
- II. Interpreting Culture
 - A. Explaining and reporting culture to outsiders
 - B. Ethical issues surrounding organizational culture
- III. Leadership and Culture
 - A. How leaders create organizational culture
 - B. Differentiation and subcultures
 - C. Technology and organizational culture
 - D. Culture and leadership in young organizations
 - E. Culture and leadership in midlife and mature organizations
- IV. Culture and Learning Leaders
 - A. Learning culture; managing contradictions, learning and change
 - B. Learning leader as a cultural leader

Handicapped Accommodation Statement: In accordance with Section 504 and the ADA any student needing special consideration or accommodation due to a disability is to inform the instructor as soon as possible.

Required Texts:

Schein, Edgar H (1992). Organizational Culture and Leadership (2nd ed.) San Francisco: Jossey Bass.

Bennis, Warran & Mische, Michael (1998). The 21st Century Organization. San Francisco: Jossey Bass.

EDL* Seminar on Leadership and Organizational Culture

Course Requirements:

All written materials are to be word processed or typed in format and style prescribed in the Publications Manual of the American Psychological Association, 4th edition. **All due dates are listed on the syllabus.**

Case Presentations- Students will be placed into groups and assigned one of the company cases in the text, the 21st century. As a group you will analyze and give an oral presentation discussing the organizational culture of the case in question. The presentation must include a thorough analysis of the culture of the organization, the internal and external environments contributing or hindering the culture, and a synopsis of the leadership behaviors within the organization and how it led to or hindered the organization's culture. **Use of technology is required. 35 points**

Cultural Analysis Paper- You will write an 8-10 page cultural analysis paper of the organization you currently work for. If you are the leader you will address how your leadership style impacts on the culture of your organization. If you are not the leader you will address the leadership behaviors of your administrator on the culture of your organization and your perceptions of how these behaviors impact on the organization. Give situational examples to demonstrate the cultural beliefs, values, stories, and myths that exist within the organization. Address what you believe needs to be done to change any cultural facets that are impacting on the effectiveness of the organization. **45 points.**

Attendance and Participation- It is expected that you will attend all sessions, come to class prepared, and actively engage in all class dialogue. **20 points.**

Bibliography

Argyris, C. (1964). Integrating the individual and the organization. Wiley: NY

Deal, Terrence E., & Kennedy, Allen A. (1982). Corporate cultures. Addison Wesley: MA

Halpin, A. & Croft, D. (1962). The organizational climate of schools (Contract No. SAE 543-8639) U.S. Office of Education: Washington DC

Hoy, W., Tarter, C.J., & Kottkamp, B. (1991). Open schools, healthy schools. Sage: Newbury Park: CA

Lieberman, Ann. (1988). Building a professional culture in schools. Teachers College Press: NY

McGregor, D. (1960). The human side of enterprise. McGraw Hill: NY

Miles, Robert H. (1998). Leading corporate transformation. Jossey Bass: San Francisco

Koberg, C. (1986). Adaptive organizational behavior of school organizations: An exploratory study. Educational Evaluation and Policy Analysis, 8, pp 139-146.

Appendix E

Sample Vita

Christine Villani

Personal Information:

Address: 668 Glenbrook Rd, Unit 38 Stamford, CT 06906
Telephone: Work 203-392-5343; Home 203-316-8410
E mail- work – villani@scsu.stateu.edu; home- chrstnv@aol.com

Education:

- Ed.D. Fordham University, Administration, Policy and Urban Education
Defense Successfully Completed, May 1994
Dissertation Topic: The Interaction of Leadership and Climate in Four Suburban Schools: Limits and Possibilities.
Graduated, February, 1996
- Professional Diploma, Southern Connecticut State University, Administration and Supervision
Graduated, June 1987.
- M.A. New School for Social Research, Psychology
Graduated, June 1985.
- M.A. Hofstra University, Speech and Language Pathology
Graduated, May 1978.
- B.S. Mercy College, Speech and Language Pathology
Graduated, Cum Laude, May 1977.

Professional Experience

Current Position: Associate Professor, Department of Educational Leadership, Southern Connecticut State University, New Haven, CT.

Associate Professor Responsibilities include teaching post graduate level courses in the field of educational leadership, division of administration and supervision, advising of graduate students, and assisting the department toward NCATE accreditation. Additional responsibilities include revising the educational leadership program and representing the university regarding NCATE licensure and developing an Ed.D program

Courses

EDL 551-Elementary and Middle School Administration
EDL 553- School Law
EDL 683- Supervision and Staff Development
EDL 688- Field Experience/Internship

Previous University Position- Assistant Professor, Department of Educational Leadership and Special Education and Director of the Governors School, Monmouth University, West Long Branch, NJ (Jan.1999 to July 2000)

Courses:

ED 504- School Law
ED544- Special Education Law
ED 550- Principles and Techniques of Interpersonal Communication and Consultation- Web CT (Web enhanced course)
ED 561- Public School Supervision
ED 570- Public School Administration and Organization K-12
ED 590- Fundamentals of Personnel- Web CT (Web enhanced course)
ED 595- Practicum in Administration and Organization of the Public Schools K-12

Assistant Professor, Bradley University, College of Education and Health Sciences, Department of Educational Leadership and Human Development, Peoria, IL. (Aug. 1996- Dec. 1998)

Courses:

ELH 604- Research Methods and Applications
ELH 611- Principles and Problems of Curriculum Planning
ELH 678- Educational Law
ELH 670- Supervision and Evaluation of Instruction
ELH 662- Community Relations
ELH 686- Field Experience
ELH 681- Seminar in Special Education Law (Jan. Interim '97)
ELH 681- Seminar in Organizational Culture and Climate (Jan. Interim '98)
ELH 673- Leadership Perspectives (Fall '98).

Additional responsibilities included advisement, chairing and sitting on thesis committees, as well as preparation, development, and assignment of master's level comprehensive examination.

ELH 670- Supervision and Evaluation of Instruction collaboratively taught with Dr. Colin Ward and his course ELH 562-School Counseling during Spring, 1998. Collaboration involved a joint project assignment whereby the students in administration and counseling were paired and had to create an Academic Health Portfolio. The portfolio encompassed three parts. Part I was the supervisory theory written by each group. Part II was the observational data that required the shadowing a school administrator and a school counselor. Part III was a reflective paper containing the link to the groups theory and observational data. The reflective paper was culminated by the creation of a linking metaphor to summarize the portfolio.

Service to University and College of Education

School of Education, "Meeting the Needs of At-Risk Learners Symposium," April 3, 2000. Presented workshop on "Child Centered Learning for At-Risk Student: Teachers and Administrators Collaborate."

Search Committee for Fenwick Chair Position in College of Education- Sp/00

College of Education, Student Issues Committee, Sp'00

Conceptual Framework Committee (for NCATE), Fall'99- July 2000

Faculty Wide Advisory Committee- College of Education, Spring'99 to present

Selection committee for Educational Leadership/Reading Professor, Feb. 1999-present

College Elections Committee- September -December 1998.

William T. Kemper Committee for Professional Development Schools, 1997-98.

Committee for Women's Studies at Bradley University, 1997-1998

Institute for Learning in Retirement, Bradley University, January 8, 1998. Presentation on "School Choice- The Debate Goes On."

Guest Speaker for ELH 681-02, Seminar on Women and Leadership, Topic: "Women's Ways of Leading: Do Men and Women Lead Differently?" January 7, 1998.

Books Alive Discussion for Department of Continuing Education, "The Tenth Insight," by James Redfield, October 31, 1997.

Served on the Committee for Curriculum Modifications for the Department of Educational Leadership and Human Development. 1996-97 academic year.

Search Committee for selection of new full time tenured faculty- Spring, 1997.

Service to the Schools and Community

President of the Superintendent's Roundtable of Central Illinois- May, 1997-December, 1998

Seminar for Administrative Practices for District 150. Five week seminar for potential candidates of administrative positions, Feb-March, 1998.

Advisor to Superintendent's Roundtable of Central Illinois- August, 1996-May, 1997.

Advisor to the Curriculum Committee for Kiefer School (A special education facility). August 1996-December, 1998.

Ex-officio member of the Advisory Council for the Center for School Leadership in Peoria, IL. August 1996-December, 1998.

Administrative consultant to Father Sweeney School (private school for the gifted) in Peoria, IL. September, 1996-December, 1998.

Local and National Seminar and Conference Presentations

Education Law Association, Annual Convention, Nov.4-6th, 1999, Chicago, ILL. In collaboration with Dr. Cynthia Dieterich, "Functional Behavioral Assessment, Process Without Procedures."

American Educational Research Association, Annual Meeting, April 19-13rd, 1999, Montreal, Canada. In collaboration with Dr. Linda Lyman, "Communication for Effective Leadership."

American Educational Research Association, Annual Meeting, April 19-23rd, 1999, Montreal, Canada. In collaboration with Dr. Colin Ward, "Collaborative Instruction in Supervision with Educational Administrative and Counseling Trainees."

American Counseling Association, April 16, 1999, San Diego, California. In collaboration with Dr. Colin Ward, "Collaborative Instruction in Supervision with Educational Administrative and Counseling Trainees."

Special Education Center of TriCounty Area in Bartonville, IL. November 25, 1998, Presentation entitled "Building Successful Teams and Public Relations."

Education Law Association Annual Convention, November 20-21st in Charleston, SC, co presented with Dr. William Shula and Dr. Cynthia Dieterich "Discipline and Behavior Under IDEA Reauthorization."

District 150 School Support Based Teams, October 1, 1998, Presentation entitled "Building the Affective Domain."

Center for School Leadership, Peoria, IL. June 16, 1998. "Making the Connections: Leadership, Communication, and Student Learning." in collaboration with Dr. Linda Lyman, Dr. Lori-Russell-Chapin, Dr. Chuck Stoner, and Dr. Roland Barth.

American Educational Research Association, Annual Meeting, April 13-17, 1998, San Diego, CA. In collaboration with Dr. Linda Lyman, "The Interaction of Strength, Security, and Caring Among Leaders in Creating a Learning Environment."

American Educational Research Association, Annual Meeting, April 13-17, 1998, San Diego, CA. "Meeting the Needs of the Gifted Learner in Language Arts and Mathematics: An Evaluative Exploration."

Center for School Leadership, Peoria, IL. February 18, 1998. "Facilitation = Effective Communication for Leaders."

Edison Middle School, Pekin, IL. January 16, 1998. "Tort Liability and Search and Seizure."

Annual convention of the Education Law Association, November 20-22, 1997, in Seattle, "Publicly Funded Special Education in Private/Parochial Settings- A Revisit to Agostini v. Felton."

Illinois Principals Association, Professional Conference, October 21, 1997, "Organizational Climate: Leadership Implications."

Illinois Principals Association, Professional Conference, October 20, 1987, "IDEA and Section 504-True Meaning of Each."

Central Illinois Diocese Teacher Institute, October 14, 1997 in Peoria. "Publicly Funded Special Education in Private/Parochial Schools."

American Educational Research Association, Annual Meeting, March 1997, Chicago, IL. "The Interaction of Leadership and Climate in Three Urban Schools."

Center for School Leadership, Peoria, IL. March 13, 1997. "Reducing School Violence Through Conflict Resolution."

Bradley University, Alumni Conference, March 3, 1997. "Organizational Climate."

Father Sweeney School, Administration and Board of Directors, Peoria, IL. February 24, 1997, "Interpretation and Understanding of Standardized Test Results."

Annual convention of the Education Law Association (formerly NOLPE), Nov. 21-23, 1996 in New Orleans, Reactor- "Gender Discrimination Practices in Higher Education."

First Year Faculty Teaching Forum, Bradley University, August 1996. Co-presented, "An Interactive Session on Mentoring."

Middle and Elementary School Association of Connecticut, Spring, 1995. Presentation on "School Violence."

Principal's Academy, Interlaken, NY. Summer 1993, "Organizational Theory and School Culture."

American Educational Research Association, April 1992, "Success Construct of an Alternative High School in New York."

National Council for Teachers of English, March, 1992, Washington DC, Education Division, "Self-Esteem and School Success with Fourth Grade Students."

Publications: Refereed Articles

Dieterich, C. & Villani, C. (Spring, 2000) "Functional Behavioral Assessment: Process Without Procedures," Brigham Young University Education and Law Journal, Spring 2000

Villani, C. & Atkins, D. (May, 2000) "Community Based Education," The School Community Journal, Vol.10, No. 1

Lyman, L. & Villani, C. (Fall, 99). "Communication for Effective Leadership," Under review with Journal of School Leadership.

Villani, Christine J. & Ward, Colin. (Fall, 1999). "Collaborative Training: The Synthesized Professional Supervision Model," ERIC Counseling and Student Services: Greensboro, North Carolina.

Villani, Christine J. (Spring/Summer 1999). "Community Culture and School Climate," The School Community Journal, Vol. 9, No. 1.

Villani, Christine J. (February, 1999), "A Model Policy for Internet Use in Schools," ELA Notes, Vol. 34, No. 2. Pp. 3, 6-7.

Villani, Christine J. (Spring, 1999). "Meeting the Needs of the Gifted Student in Language Arts and Mathematics: An Evaluative Exploration." (ED 420 939) ERIC, Disabilities and Gifted Education: Reston: VA.

Villani, Christine J., Dieterich, Cynthia. and Shula, William. (November, 1998). "Discipline and Behavior Under IDEA Re-Authorization," Education Law Association Annual Book.

Villani, Christine J. (Spring, 1998). "Publicly Funded Special Education." (ED 413715). ERIC, Disabilities and Gifted Education: Reston: VA

Villani, Christine J. (March, 1998). "The Interaction of Leadership and Climate in Three Urban Schools." (ED 407 453) ERIC: Springfield, VA.

Villani, Christine J. (January, 1998) "A Book Review-Teachers and the Law (4th ed.) by Louise Fisher, David Schimmel and Cynthia Kelly." ELA Notes Vol. 33, No. 1

Villani, Christine J. & Dietrich, Cynthia, A. (November 19917). "Publicly Funded Special Education in Private/Parochial Settings." Education Law Association Annual Law Book.

Publications: Books

Villani, Christine J. & Ward, C. (tentative date of fall 2000) "Untitled" Book regarding creation of academically healthy schools via a supervision model with a focus on reducing school violence. Contract with Mellen Press, Lewiston, NY

Villani, Christine J. (Fall, 1998) A Synthesized Curriculum for the 21st Century. University Press of America: Lanham, MD

Villani, Christine J. (1997). Re-birth of the American School System. Nova Science Publications: NY.

Editorial Activities

Reviewer for International Journal of Educational Leadership (Feb. 1998-Feb.1999).

Thesis Committees (Mentor/Chair)

Burton, J. Bradley University, Department of Educational Leadership and Human Service Administration, M.A. graduated 1998. "Investigation of the Coping Strategies Used by Individuals Diagnosed with HIV/AIDS: Policy Implications for Administrators."

Thesis Committees (Member/Reader)

Suresh, R. Bradley University, Department of Educational Leadership and Human Service Administration, M.A. graduated 1997. "Glass Ceiling Effect Among Women Leaders in India."

Sterner, A. Bradley University, Department of Educational Leadership and Human Service Administration, M.A. graduated 1997. "Factors Contributing to the Involvement of Faculty at A Predominantly Undergraduate Institution in Grant-Related Activities."

Service to National and Local Organizations

Membership Committee, Education Law Association (1996-1998).

Dissertation Award Committee, Education Law Association (1997-99).

Illinois Principals Association, Advisory Council (Nov. 1997-Dec. 1998)

Proposal Reviewer for 1998 Annual Convention of the American Educational Research Association, Division A.

Services to Additional Colleges and Universities

Member of the Advisory Council for Early Childhood Education at Naugatuck Technical Community College, 1995-96,

Sacred Heart University, Fall, 1993, Guest Speaker on School Culture for Dr. Pepe and Dr. A. Tufts. Topic "Four Paradigms for School Culture and Climate."

Fordham University, Fall, 1992. Guest Speaker on Organizational School Climate for Dr. Cooper. Topic "School Climate in an Elementary School."

Fordham University, Spring, 1992, Class instructor for a session on Special Education Law for Dr. C. Russo. Topic "PL 94-142."

Fordham University, Spring 1992, Guest Speaker for Special Education Law for Dr. C. Russo. Topic, "Practical Applications for a School Administrator."

Former Positions

Consultant for Rehabilitation Center for Fairfield County
September 1995-July 1996

Responsibilities included serving as an educational consultant to Bridgeport Public Schools, an urban educational system, supervising student teachers, administrative interns, and special education teachers. Also responsible for educational evaluations, speech and language evaluations and in-service training for the center and the public schools.

Adjunct Professor Naugatuck Community Technical College
January 1995- May 1996.

Instructor for the Early Childhood Program, specifically teaching courses on pre-school special education.

Principal Salem Elementary School, Naugatuck, CT.
August 1992- Sept. 1995

Responsibilities included: evaluation of all staff, certified and non-certified, development and maintenance of the budget, inclusive of line item transfers and accountability to the Board of Education, planning and implementing all in building staff development, development and implementation of all curriculum and assessment. Also responsible for the physical maintenance and planning of building needs, discipline of students, chairperson of all CST's and PPT's. Additional responsibilities included serving on district wide committees for reading, science and computer curriculum areas and inservice instruction for district wide staff development.

Assistant Principal Old Greenwich Elementary School, Old Greenwich, CT.
July 1987- August 1992.

Speech/Language Pathologist Greenwich Public Schools
1982-1992.

Speech/Language Pathologist Rockland County Center for the Physically Handicapped, New City, NY
1979-1992

Speech/Language Pathologist- Letchworth Village Developmental Center, Thiells, NY
1978-1979

Private Psychotherapist
1986-1988 and 1991-1992.

Certification

Professional Educator, CT. Administration and Supervision/ Speech/Language

New York State SAS, Administration/Supervision, Certificate of Qualification

New York State Permanent Teaching License, Speech/Language

Certificate of Clinical Competency

Professional Affiliations

Education Law Association (formerly NOLPE)

Association of Supervision and Curriculum Development

American Educational Research Association

Phi Delta Kappa

References

Available upon request

Donald V. Cairns
34 Smith Road
East Haddam, CT 06423
(860) 873-8394

EDUCATION

- Ed.D. Ed. Administration/Curriculum and Supervision. Washington State University, Pullman, WA, May 1990. Dissertation: "Differences in Organizational Structure between Selected Rural Elementary and Secondary Schools in Washington State."
- M.Ed. Elementary Education/Educational Administration. June 1976 Central Washington State University Ellensburg, Washington.
- B.Sc. Agriculture/Animal Science, June 1968 California State Polytechnic College, Pomona, CA

OCCUPATIONAL HISTORY

- 98/pres Associate Professor of Educational Leadership, Southern Connecticut State University, New Haven, CT. Teaching 12 credit hours per semester. Focus on teaching at the graduate level in the areas of School Finance, School Leadership, Organizational Development, Internship, and Seminar in School Leadership. Writing and giving presentations at the national level, attending Connecticut School Administrator Conferences, serving on University and Departmental level committees.
- 1990/98 Associate Professor of Educational Leadership, Montana State University, Bozeman, Montana. Teaching eight credit hours per semester (graduate level), thirteen different courses in total, writing articles, chapters and books for professional publication, advising students on program and serving the state of Montana. Duties include supervising student teachers, teaching and advising in the doctoral cohort program, and teaching off campus extension studies for certification and masters level students. Served as Unit Coordinator for three separate units within the Department of Education (analogous to Department Chair).
- 1990 Assistant Professor of Education & Administration, West Texas State University, Canyon, TX Teaching twelve credit hours per semester (graduates and undergraduates), writing articles for professional publication writing research grants for professional research (personal), and providing assistance to local schools in the area of problem solving.
- 1989 Research Assistant Rural Education Center/ Teaching Assistant in Education 303, Secondary Teaching Strategies Washington State University Pullman, Washington. Responsible for compiling research related articles and information related to items of interest for small rural schools. Preparing technical bulletins for the members of the Rural Education Consortium. Analyzing data related rural member school districts. Assisting in grant preparation. Teaching Education 303, Secondary Teaching Strategies for Department of Elementary/Secondary Education. Responsible for the preparation of Micro-Teaching, Testing, and all written assignments for the course.

- 1986-88 Superintendent, Pilot Rock School District, Oregon. Responsible for all areas of school operations, budgeting, curriculum k-12, supervision of classified and certified staff, test results, all normal school operations and functions. Developed a K-12 Computer Curriculum with the staff, Implemented a Computer Center in each of the buildings.
- 1983-86 Superintendent, Nyssa School District #26 Nyssa, Oregon. Responsible for the establishment of promotional standards grades k-8, developed a longer school year for most need students without the use of local tax money. Supervision of all staff utilizing clinical supervision, personnel management and other functions related to k-12 school management. National recognition for educational excellence (1984-85), (1985-86) implementing the effective schools research. Long range fiscal planning model. Developed long-range staff development program for total staff utilizing latest research based data.
- 1982-83 Superintendent, Peshastin-Dryden School District #200. Peshastin-Dryden WA. Responsible for the planning and implementation of building program and consolidation effort.
- 1979-82 Superintendent, Cosmopolis School District. Responsible for all k-6 reading curriculum, math and language arts student learning objectives. Utilization of test results and community relations.
- 1976-79 Superintendent of Wahluke School District #73. Responsible for the development and construction of school facilities and related staff development. All k-8 curriculum and staff development, supervision, food service program and ancillary services.
- 1975-76 Graduate Assistant, Central Washington State University. Responsible for the teaching of students in the media center.
- 1972-75 Sixth grade teacher, teacher principal at Crooked River Elementary and at the Lone Pine School. Responsible for supervision of staff, writing PE curriculum, coaching football and wrestling, teaching in a self-contained classroom all subjects with the exception of library and music.
- 1971-72 Oregon State University, 4-H and Youth agent. Crook County. Responsible for the recruitment and training of 4-H leaders, clubs and livestock programs associated with the 4-H program.
- 1970-71 Fourth Grade teacher, Madras School District, Madras, Oregon. Taught all subjects related to a self-contained classroom.
- 1968-70 Fourth & Fifth grade teacher, Chino Unified School District Chino, California.

CERTIFICATES

Standard Elementary Teacher, Washington State (1976-1986)
 Standard Superintendent, Washington State (1978-1988)
 Standard Elementary Principal, Washington State (1976-1986)
 Standard Superintendent Oregon State (1986-1990)

RESEARCH/PUBLICATION PROJECTS

Research/creativity

- Ursini, M. & Cairns, D. (2000) The Organization of the School: A Conceptual Model for Practitioners. Paper in progress.
- Cairns, D. (2000) Can universities solve the shortage of administrative candidates. Paper presented at the 3rd. Annual Meeting of the International Academy of Educational Leaders. Nashville, TN March, 2000.
- Cairns, D. (1999) National standards: Cure of curse. Paper presented at the 2nd. Annual Meeting of the International Academy of Educational Leaders. San Antonio, Texas January, 1999.
- Cairns, D. & Evans, R. D. (1997). Statistical process control in education: Utilizing TQM to maintain curriculum alignment. In M. Richardson, et. al. (Eds.) Quest for quality in education. University Press of America
- Schmieder, J. & Cairns, D. (1996). Ten Skills of Highly Effective Principals. Lancaster, PA. Technomics Publishing Company.
- Cairns, D. & Smith, J. (1994). School empowerment and rural public schools: A principal's dilemma. In M. Richardson (Ed.) School Empowerment. (pp.227-246) Lancaster, PA. Technomics Publishing Inc.
- Cairns, D. & Schmieder, J. (1994). Using annual goal setting as a coping strategy: Leading for quality in the turbulent field of school leadership. In Edward W. Chance (Ed.) Creating the Quality School. Madison, WI. Magna Publications, Inc. (pp. 24-32)
- Carson, R. & Cairns, D. (1994). Why education needs a professional ethic. In Edward W. Chance (Ed.) Creating the Quality School. Madison, WI. Magna Publications, Inc.
- Cairns, D. (1993). Clinical supervision in rural schools: The key to more effective schools. Record in Educational Administration and Supervision. 13 1, 39-42.
- Carson, Robert & Cairns, Donald V. (1993) Community Empowerment. In M. Richardson, et.al.(Eds.) School Empowerment. Lancaster, PA. Technomics Publishing Inc. 159-177.
- Cairns, D. (1993) [Review of Moral imperatives of leadership: A focus on human decency]. Journal of School Leadership. 3 (2), 217-219.
- Cairns, D. & Smith, J (1993). Rural school governance and leadership: Surviving and leading in chaos. In J. L. Burdin & J. R. Hoyle (Eds.) Leadership and diversity in education. Second Annual Yearbook of the Council of Professors of Educational Administration. Lancaster, PA. Technomic Publishing Company. 104-111.

Anselmi, J. & Cairns, D. (1991). Total quality management and merit pay in education: An alternative. Record in Educational Administration and Supervision. pp 41-44 Grant awarded

Cairns, D. & Smith, J. (1999). The different typologies of school board behavior between Indiana and Connecticut. In progress Grant for 4,000.00 dollars (not funded)

Grant from Montana Certification Advisory Council. Study of Critical Skills Needed for a Successful Principal in Montana. (1994-95). \$ 5,000 and funded.

Papers presented

Cairns, D. (1999) National standards: Cure of curse. Paper presented at the 2nd. Annual Meeting of the International Academy of Educational Leaders. San Antonio, Texas January, 1999.

Cairns, D. & Schmieder, J. (1994). Using annual goal setting as a coping strategy: Leading for quality in the turbulent field of school leadership. Paper presented at the annual "Creating the Quality School" Conference, Oklahoma City, March 1994.

Schmieder, J. & Cairns, D. (1994). Critical Skills for Quality Schools: Perceptions of Small Versus Large School District Principals. Paper delivered at the annual "Creating the Quality School" Conference, Oklahoma City, OK March, 1994.

Carson, R. & Cairns, D. (1994). Why education needs a professional ethic. Paper presented at the annual "Creating the Quality School" Conference, Oklahoma City, OK. March, 1993

Cairns, D. & Smith, J (1993). School Governance and Leadership: Surviving and leading in chaos. Paper delivered at the annual Conference of National Conference of Professors of Educational Administration, Indian Wells, California, August, 1993.

Cairns, Donald V. (1991). A process of curriculum alignment: Alternatives for the rural instructional leader. Paper presented at the annual "Creating the Quality School" Conference, University of Oklahoma, Norman, OK

Professional Development

Re-wrote syllabus for EDL 689, 688 for Educational Leadership program. Collaborated on curriculum projects for dept. (lead role in Ed.D proposal, lead role in Supt. credential program).

Attended NCPEA (National Council of Professors of Educational Administration) Fall conference August 1999. Jackson Hole, Wyoming.

New England School Development Council, Fall Conference, 1999, Holy Cross, Worcester, Mass.

International Academy of Educational Leaders (1999). Conference held in San Antonio, Texas. January, 1999.

Fall Conference of Connecticut Association of Principals and Superintendents. Conference held Fall 1998.

Workshop on Promotion and Tenure. Held on Campus, Fall 1998.

New Faculty Advisement Seminar, Held on campus, Fall 1998.

Appreciation Dinner held for students completing the certification requirements for Connecticut State Administration Certification. Fall 1998.

Cairns, D. (1999) National standards: Cure of curse. Paper presented at the 2nd. Annual Meeting of the International Academy of Educational Leaders. San Antonio, Texas January, 1999.

Cairns, D. & Smith, J (1993). School governance and leadership: Surviving and leading in chaos. Paper delivered at the annual Conference of National Conference of Professors of Educational Administration, Indian Wells, California, August, 1993.

Cairns, D. & Schmieder, J. (1994). Using annual goal setting as a coping strategy: Leading for quality in the turbulent field of school leadership. Paper presented at the annual "Creating the Quality School" conference, Oklahoma City, March 1994.

Smith, James & Cairns, D. (1994) Conditions necessary for change: Critical mass of time, people conditions. Paper Presented at the annual "Creating the Quality School" conference, Oklahoma City, OK March 1994.

Schmieder, J. & Cairns, D. (1994). Critical skills for quality schools: Perceptions of small versus large school district principals. Paper delivered at the annual "Creating the Quality School" conference, Oklahoma City, OK March, 1994.

Carson, R. & Cairns, D. (1994). Why education needs a professional ethic. Paper presented at the "Creating the Quality School" conference, Oklahoma City, OK March, 1993.

Cairns, D. (1995) Critical skills needed for a successful principal in Montana. Paper presented to Montana Certification Board, Havre Montana, April 1995.

PROFESSIONAL AFFILIATIONS

New England School Development Council ~ (Fall 1999-present)

Founding Member of International Association of Educational Leaders ~ (1997-present)

Phi-Delta-Kappa ~ (1990-Present)

American Association of School Administrators ~ (1990-91)

American Educational Research Association ~ (1990-91)

National Council of Professors of Educational Administration ~ (1990-Present)

Service and Committee Memberships Committees

National Level

- Editorial Board for the National Journal of At Risk Issues (1998-present)
- Founding Member of the International Academy of Educational Leaders (1997-present)

University Level

- Institutional Effectiveness Forum XXIV, SCSU, January 4, 2000
- New England Association of Schools and Colleges, Self Study Committee, SCSU
- New England School Development Council, Fall 1999, Marlborough, MA
- Graduate School Open House, Fall 1999
- Faculty Senate Southern Connecticut State University (1998-present)
- Graduate Council, Southern State University 1999-2000
- Subcommittee on Graduate Curriculum, Graduate Council, Southern Connecticut State University, 1999-2000
- Doctoral Advisory Committee SCSU Fall (1998)
- Departmental Curriculum Committee preparing for NCATE (1998-present)
- Traffic Appeals Committee (1992-1998)
- Facilities and Planning Committee (1991-1993)

College Level

- Member of Dept and University of Connecticut Joint program meeting (Fall 1999)
- Dean's Advisory Committee for school administration program (1991-present)
- Member of College Curriculum Committee (1995-96)
- Unit Coordinator for Graduate Level Programs in the following areas: Administration and Leadership, Adult and Higher Education, Curriculum and Instruction
- Member of the Planning Committee for Polson Graduate Curriculum and Instruction Committee
- Member of the Planning Committee for the Coordination of Graduate Level Programs between MSU-Bozeman and sister campuses at MSU-Northern and MSU-Billings

Department Level

- Graduate Open House, Dept. Level Representative (Fall 1999)
- Department Curriculum Committee, Preparing for upcoming NCATE Review (1998-present)
- Served on "Promotion and Tenure" standards committee for (1993-94)
- Served on the "Educational Faculty Committee" to monitor new doctoral cohort program (1991-1996)
- Chairman faculty search committee 1991-92 (administration)
- Chairman faculty search committee 1994-1995 (administration)
- Member of the Department Head Search Committee (1996-97)
- Member of the Department Faculty Council (1992-93)
- Member of the Department Administration Admissions Committee 1991-1994
- Caller for College of Education Phonathon (1991)

Professional Service:

Member of Editorial Board for "Journal of At Risk Issues" (1999-2000) Housed at Indiana University-South Bend, Indiana

Member of Editorial Board for "Contemporary Issues in Educational Leadership" (1997-1999). Housed at Clemson University, South Carolina

Member of Editorial Board for "Journal of At Risk Issues" (1997-1999) Housed at California State University - San Bernadino

Served as a consultant to the "Ashland Public Schools" for superintendent search

Served as consultant to the "Yellowstone Elementary School" (Yellowstone National Park) for policy manual

Served as consultant to the "Alder School District" on supervising a teacher

Provided service to the department of education by presenting legal education seminar to students of education prior to graduation each year since 1991 to present

Serve as provider of legal education to Department Chair and to the Director of Career Services regarding the placement of handicapped students in educational settings.

References:

Dr. Mike Richardson, Professor, Georgia Southern University (912) 681-5307

Dr. Gloria Gregg, Professor, Department Head, Montana State University (406) 994-3120

Dr. James Smith, Dean College of Education, University of Indiana, South Bend (219) 327-4546

Dr. Peter Carparelli, Faculty member and Superintendent of Jackson Hole Public Schools, Wyoming

Dr. LeRoy Casagrande, Faculty member, Montana State University (406) 994-5953

Dr. Roberta Evans, Faculty member, University of Montana (406) 243-2914

APPENDIX F --- FINANCES

TABLE OF CONTENTS

REVENUE ESTIMATES FOR Ed.D

	Pages
➤ Relationship Between Curricular Delivery and Revenue: Year 1 – 5	F1-5
➤ Year One – Year Five Revenue Expressed as Student Credit Hours	F6-8
➤ Ed.D Curricular Rotation Plan	F9-12
➤ Faculty Cost / Rotation Analysis	F13
➤ Year One – Year Seven Progressive Staffing Projections	F14-16
➤ Hypothetical Staffing Model	F17

EXPENDITURE ESTIMATES FOR Ed.D

➤ Expenditures for Faculty Year 1 – Year 5	F18-21
➤ Personnel Expenditures Other Than Faculty: Year One – Five	F22
➤ Other Expenses: Year one - Year Five	F23

Ed.D BUDGET - YEAR ONE THROUGH YEAR FIVE

F24

REVENUE ESTIMATES FOR Ed.D

NOTE: Estimates assume:

- 100 applicants for the Proseminar
- 25 Students Selected from the Proseminar as a Cohort
- Attrition from Year 1 to Year 2 of 3 students of the 25 = 22
- Attrition from Year 2 to Year 3 of 2 students of the 22 = 20
- Attrition from Year 4 to Year 5 of 5 students of the 20 = 15
- Students will take 2 courses in Fall and Spring terms – 6 credits

Tuition rate = \$300 per credit. This is the recommendation of the Education Alliance. Current MBA students pay \$250 per credit. \$300 tuition per credit includes all application and registration fees. Out-of-state tuition rate = \$500 per credit.

Relationship Between Curricular Delivery and Revenue: Years 1 - 5

YEAR ONE:

- Two Week Summer Session: Proseminar in Leadership Assessment -- 6 credits
Tuition: 100 applicants x 6 credits x \$300 per credit = \$180,000
- Fall Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000
- Spring Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000
- Summer A: Cohort of 25 x 3 credits x \$300 = \$ 22,500
B: Cohort of 25 x 3 credits x \$300 = \$ 22,500

YEAR ONE ESTIMATED REVENUE = \$ 315,000

YEAR TWO:

- **Two Week Summer Session: Proseminar in Leadership Assessment -- 6 credits**
Tuition: 100 applicants x 6 credits x \$300 per credit = \$180,000

Year Two Cohort

- **Fall Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000**
- **Spring Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000**
- **Summer A: Cohort of 25 x 3 credits x \$300 = \$ 22,500**
B: Cohort of 25 x 3 credits x \$300 = \$ 22,500

Year One Cohort

- **Fall Term: Cohort of 22 x 6 credits x \$300 = \$ 39,600**
- **Spring Term: Cohort of 22 x 6 credits x \$300 = \$ 39,600**
- **Summer A: Cohort of 22 x 3 credits x \$300 = \$ 19,800**
B: Cohort of 22 x 3 credits x \$300 = \$ 19,800

YEAR TWO ESTIMATED REVENUE = \$ 433,800

YEAR THREE:

- **Two Week Summer Session: Proseminar in Leadership Assessment -- 6 credits**
Tuition: 100 applicants x 6 credits x \$300 per credit = \$180,000

Year Three Cohort

- **Fall Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000**
- **Spring Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000**
- **Summer A: Cohort of 25 x 3 credits x \$900 = \$ 22,500**
B: Cohort of 25 x 3 credits x \$900 = \$ 22,500

Year Two Cohort

- **Fall Term: Cohort of 22 x 6 credits x \$300 = \$ 39,600**
- **Spring Term: Cohort of 22 x 6 credits x \$300 = \$ 39,600**
- **Summer A: Cohort of 22 x 3 credits x \$300 = \$ 19,800**
B: Cohort of 22 x 3 credits x \$300 = \$ 19,800

Year One Cohort

- **Fall Term: Cohort of 20 x 6 credits x \$300 = \$ 36,000**
- **Spring Term: Cohort of 20 x 6 credits x \$300 = \$ 36,000**
- **Summer: no formal summer program**

YEAR THREE ESTIMATED REVENUE = \$ 505,800

YEAR FOUR

• **NO PROSEMINAR**

Year Three Cohort

- **Fall Term:** Cohort of 22 x 6 credits x \$300 = \$ 39,600
- **Spring Term:** Cohort of 22 x 6 credits x \$300 = \$ 39,600
- **Summer A:** Cohort of 22 x 3 credits x \$300 = \$ 19,800
- **B:** Cohort of 22 x 3 credits x \$300 = \$ 19,800

Year Two Cohort

- **Fall Term:** Cohort of 20 x 6 credits x \$300 = \$ 36,000
- **Spring Term:** Cohort of 20 x 6 credits x \$300 = \$ 36,000
- **Summer:** no formal summer program

Year One Cohort

- **Fall Term:** Cohort of 20 x 6 credits x \$300 = \$ 36,000
- **Spring Term:** Cohort of 20 x 6 credits x \$300 = \$ 36,000
- **Summer** Study for and Take
Comprehensive Examinations

YEAR FOUR ESTIMATED REVENUE = \$ 262,800

YEAR FIVE

- **Two Week Summer Session: Proseminar in Leadership Assessment -- 6 credits**
Tuition: 100 applicants x 6 credits x \$300 per credit = \$180,000
Second Cycle Year One Cohort
- **Fall Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000**
- **Spring Term: Cohort of 25 x 6 credits x \$300 = \$ 45,000**
- **Summer A: Cohort of 25 x 3 credits x \$900 = \$ 22,500**
B: Cohort of 25 x 3 credits x \$900 = \$ 22,500

Year Three Cohort

- **Fall Term: Cohort of 20 x 6 credits x \$300 = \$ 36,000**
- **Spring Term: Cohort of 20 x 6 credits x \$300 = \$ 36,000**
- **Summer: no formal summer program**

Year Two Cohort

- **Fall Term: Cohort of 20 x 6 credits x \$300 = \$ 36,000**
- **Spring Term: Cohort of 20 x 6 credits x \$300 = \$ 36,000**
- **Summer Study for and Take
Comprehensive Examinations**

Year One Cohort

- **Fall Term: Cohort of 15 x 6 credits x \$300 = \$ 27,000**
Dissertation Research / Writing
- **Spring Cohort of 15 Continuous Enrollment**

YEAR FIVE ESTIMATED REVENUE = \$ 486,000

**YEAR ONE THROUGH YEAR FIVE REVENUE
EXPRESSED AS STUDENT CREDIT HOURS**

**SCH = Student Credit Hours
RATE PER CREDIT = \$300**

YEAR ONE:

Summer Proseminar

600 SCH \$180,000

Cohort One:

Fall 150 SCH \$ 45,000
Spg 150 SCH \$ 45,000
Sum 150 SCH \$ 45,000

YEAR ONE TOTAL:

1050 SCH \$ 315,000

YEAR TWO:

Summer Proseminar

600 SCH \$180,000

Cohort Two:

Fall 150 SCH \$ 45,000
Spg 150 SCH \$ 45,000
Sum 150 SCH \$ 45,000

Subtotal 1050 SCH \$ 315,000

Cohort One:

Fall 132 SCH \$ 39,600
Spg 132 SCH \$ 39,600
Sum 132 SCH \$ 39,600

Subtotal 396 SCH \$ 118,800

YEAR TWO TOTAL:

1146 SCH \$ 433,800

YEAR THREE

Summer Proseminar

600 SCH \$180,000

Cohort Three:

Fall 150 SCH \$ 45,000
Spg 150 SCH \$ 45,000
Sum 150 SCH \$ 45,000

Cohort Two:

Fall 132 SCH \$ 39,600
Spg 132 SCH \$ 39,600
Sum 132 SCH \$ 39,600

Subtotal: 1050 SCH \$ 315,000

Subtotal 396 SCH \$ 118,800

Cohort One:

Fall 120 SCH \$ 36,000
Spg 120 SCH \$ 36,000
Sum no formal program

Subtotal 240 SCH \$ 72,000

YEAR THREE TOTAL: 1686 SCH \$505,800

YEAR FOUR

No Summer Proseminar:

No new cohort 0 SCH

Cohort Three:

Fall 132 SCH \$ 39,600
Spg 132 SCH \$ 39,600
Sum 132 SCH \$ 39,600

Cohort Two:

Fall 120 SCH \$ 36,000
Spg 120 SCH \$ 36,000
Sum no formal program

Subtotal 396 SCH \$ 118,800

Subtotal 240 SCH \$ 72,000

Cohort One:

Fall 120 SCH \$ 36,000
Spg 120 SCH \$ 36,000
Sum Comprehensive Exams

Subtotal 240 SCH \$ 72,000

YEAR FOUR TOTAL: 876 SCH \$ 262,800

YEAR FIVE

Full Implementation

Summer Proseminar

Second Cycle First Cohort [Cohort One - A]

600 SCH \$ 180,000

Cohort One - A:

Fall 150 SCH \$ 45,000
Spg 150 SCH \$ 45,000
Sum 150 SCH \$ 45,000

Cohort Three:

Fall 120 SCH \$36,000
Spg 120 SCH \$36,000
Sum no formal program

Subtotal 1050 SCH \$ 315,000

Subtotal 240 SCH \$ 72,000

Cohort Two

Fall 120 SCH \$ 36,000
Spg 120 SCH \$ 36,000
Sum Comprehensive Exams

Cohort One:

Fall 90 SCH \$ 27,000
(Dissertation Research)
Spg Continuous Enrollment
Sum Continuous Enrollment

Subtotal 240 SCH \$ 72,000

Subtotal 90 SCH \$ 27,000

YEAR FIVE TOTAL: 1620 SCH \$ 486,000

FIVE YEAR SUMMARY

YEAR ONE	1050 SCH	\$ 315,000
YEAR TWO	1146 SCH	\$ 433,800
YEAR THREE	1686 SCH	\$ 505,800
YEAR FOUR	876 SCH	\$ 262,800
YEAR FIVE	1620 SCH	\$ 486,000
TOTAL	6378 SCH	\$ 2,003,400

Ed.D CURRICULAR ROTATION PLAN

Year 1: Cohort ONE

Summer Session: Proseminar in Leadership Assessment 6 crs
 25 Students selected for the Ed.D Program

Fall	EDL xxx	Statistics	3 crs
	EDL 681	Leadership	3 crs
Spg	EDL xxx	Education Research – Quantitative	3 crs
	EDL 682	Organizational Development	3 crs
SumA B	EDL xxx	Education Research – Qualitative	3 crs
	EDL 590	Total Quality Management	3 crs

YEAR 2: Cohort TWO

Summer Session: Proseminar in Leadership Assessment 6 crs
 25 students selected for the Ed.D Program

Fall	EDL xxx	Statistics	3 crs
	EDL 681	Leadership	3 crs
Spg	EDL xxx	Education Research – Quantitative	3 crs
	EDL 682	Organizational Development	3 crs
SumA B	EDL xxx	Education Research – Qualitative	3 crs
	EDL 590	Total Quality Management	3 crs

Cohort ONE

Fall	EDL xxx	Social Equity in Administration	3 crs
	EDL xxx	Leading Organizational Change	3 crs
Spg	EDL xxx	Leading a Learning Organization	3 crs
	EDL xxx	Capstone Seminar – continues in Summer A	3 crs
SumA B	EDL xxx -	Capstone Seminar conclusion	
	EDL xxx	Specialization Course #1 of 5	3 crs

**Year 3:
Cohort THREE**

Summer Session: Proseminar in Leadership Assessment 6 crs
25 students selected for the Ed.D program

Fall	EDL xxx	Statistics	3 crs
	EDL 681	Leadership	3 crs
Spg	EDL xxx	Education Research – Quantitative	3 crs
	EDL 682	Organizational Development	3 crs
SumA B	EDL xxx	Education Research – Qualitative	3 crs
	EDL 590	Total Quality Management	3 crs

Cohort TWO

Fall	EDL xxx	Social Equity in Administration	3 crs
	EDL xxx	Leading Organizational Change	3 crs
Spg	EDL xxx	Leading a Learning Organization	3 crs
	EDL xxx	Capstone Seminar – continues in Summer A	3 crs
SumA B	EDL xxx -	Capstone Seminar conclusion	
	EDL xxx	Specialization Course #1 of 5	3 crs

Cohort ONE

Fall	EDL xxx	Specialization Course #2 of 5	3 crs
	EDL xxx	Specialization Course #3 of 5	3 crs
Spg	EDL xxx	Specialization Course #4 of 5	3 crs
	EDL xxx	Specialization Course #5 of 5	3 crs
Sum	No formal program		

**Year 4:
Cohort THREE**

Fall	EDL xxx	Social Equity in Administration	3 crs
	EDL xxx	Leading Organizational Change	3 crs
Spg	EDL xxx	Leading a Learning Organization	3 crs
	EDL xxx	Capstone Seminar – continues in Summer A	3 crs
SumA	EDL xxx -	Capstone Seminar conclusion	
B	EDL xxx	Specialization Course #1 of 5	3 crs

Cohort TWO

Fall	EDL xxx	Specialization Course #2 of 5	3 crs
	EDL xxx	Specialization Course #3 of 5	3 crs
Spg	EDL xxx	Specialization Course #4 of 5	3 crs
	EDL xxx	Specialization Course #5 of 5	3 crs
Sum	No formal program		

Cohort ONE

Fall	EDL xxx	Doctoral Inquiry Seminar #1 – Part 1	3 crs
	EDL xxx	Doctoral Inquiry Seminar #2 – Part 1	3 crs
Spg	EDL xxx	Doctoral Inquiry Seminar #1 – Part 2	3 crs
	EDL xxx	Doctoral Inquiry Seminar #2 – Part 2	3 crs
Sum	Study for and Take Doctoral Comprehensive Examinations		

Year 5

Summer Session: Proseminar in Leadership Assessment 6 crs
25 students selected for the Ed.D Program

Cohort ONE-A [Second Cycle First Cohort]

Fall	EDL xxx	Statistics	3 crs
	EDL 681	Leadership	3 crs
Spg	EDL xxx	Education Research – Quantitative	3 crs
	EDL 682	Organizational Development	3 crs
SumA B	EDL xxx	Education Research – Qualitative	3 crs
	EDL 590	Total Quality Management	3 crs

Cohort THREE

Fall	EDL xxx	Specialization Course #2 of 5	3 crs
	EDL xxx	Specialization Course #3 of 5	3 crs
Spg	EDL xxx	Specialization Course #4 of 5	3 crs
	EDL xxx	Specialization Course #5 of 5	3 crs
Sum	No formal program		

Cohort TWO

Fall	EDL xxx	Doctoral Inquiry Seminar #1 – Part 1	3 crs
	EDL xxx	Doctoral Inquiry Seminar #2 – Part 1	3 crs
Spg	EDL xxx	Doctoral Inquiry Seminar #1 – Part 2	3 crs
	EDL xxx	Doctoral Inquiry Seminar #2 – Part 2	3 crs
Sum	Study for and Take Doctoral Comprehensive Examinations		

Cohort ONE

Fall	} Dissertation Research and Writing [continuing]	6 crs
Spring		
Summer		

FACULTY COST / ROTATION ANALYSIS

Year By Year Summary

Years One through Seven

Note: The terms Faculty Load Credits (FLC) and Adjunct (ADJ) refer to the method of payment of full time faculty. FLCs refer to regular workload credits for teaching during the Fall and Spring terms. ADJ refers to summer teaching at rates prescribed by contract. It is estimated that summer courses, including the Proseminar, will be taught by full time faculty paid at Adjunct Faculty rates.

	# Secs	# Fac	# FLCs	#Adj
Year One	10	10	12	6
Year Two	20	20	27	11
Year Three	40	40	99	11
Year Four	42	42	111	5
Year Five	42	57	123	6
Year Six	28	43	75	8
Year Seven	44	59	114	11

Ed.D. YEAR ONE - YEAR SEVEN PROGRESSIVE STAFFING PROJECTIONS

YEAR ONE

Proseminar	6crs	4 secs	4 fac	Adj
Fall:				
Statistics	3	1	1	3 flc
Leadership	3	1	1	3
Spring:				
Quantitative Res.	3	1	1	3
Organization Dev.	3	1	1	3
Summer A				
Qualitative Res.	3	1	1	Adj
Summer B				
Total Qual Mgmt	3	1	1	Adj
TOTAL		10	10	12 flc/6 Adj

YEAR TWO

Proseminar	6crs	4secs	4 fac	Adj
Fall:				
Social Equity	3	1	1	3 flc
Lead Org Change	3	1	1	3
Statistics	3	1	1	3
Leadership	3	1	1	3
Spring:				
Lead Learn Org	3	1	1	3
Seminar - 1	3	2	2	6
Quantitative Res.	3	1	1	3
Organization Dev.	3	1	1	3
Summer A				
Seminar - 2	cont	2	2	Adj
Qualitative Res.	3	1	1	Adj
Summer B				
Specialization #1	3	3	3	Adj
Total Qual Mgmt	3	1	1	Adj
TOTAL		20	20	27 flc/11 Adj

YEAR THREE

Proseminar	6crs	4secs	4fac	Adj
Fall:				
Specialization #2	3	6	6	18
Specialization #3	3	6	6	18
Social Equity	3	1	1	3
Lead Org Change	3	1	1	3
Statistics	3	1	1	3
Leadership	3	1	1	3
Spring:				
Specialization #4	3	6	6	18
Specialization #5	3	6	6	18
Lead Learn Org	3	1	1	3
Seminar - 1	3	2	2	6
Quantitative Res.	3	1	1	3
Organization Dev.	3	1	1	3
Summer A				
Seminar - 2	cont	2	2	Adj
Qualitative Research	3	1	1	Adj
Summer B				
Specialization #1	3	3	3	Adj
Total Qual Mgmt	3	1	1	Adj
TOTAL		40	40	99 flc/11 adj

Ed.D.

YEAR ONE - YEAR SEVEN PROGRESSIVE : STAFFING PROJECTIONS

YEAR FOUR

	6crs	2secs	2 fac	6flc
Fall:				
Doct Inq Sem 1-a	6	2	2	6
Doct Inq Sem 2-a	3	6	6	18
Specialization #2	3	6	6	18
Specialization #3	3	1	1	3
Social Equity in Adm	3	1	1	3
Lead Orgn Change	3	1	1	3
Spring:				
Doct Inq Sem 1-b	contin	2secs	2 fac	6flc
Doct Inq Sem 2-b	contin	2	2	6
Specialization #4	3	6	6	18
Specialization #5	3	6	6	18
Lead Learnng Orgn	3	1	1	3
Seminar - 1	3	2	2	6
Summer A				
Seminar - 2	contin	2	2	Adj
Summer B				
Specialization #1		3	3	Adj
TOTAL		42	42	111flc/5 Adj

YEAR FIVE

	6 crs	4 secs	4 fac	Adj
Proseminar				
Fall:				
Dissertation Res	6 crs	Indep	15	15 flc
Doct Inq Sem 1-a	6 crs	2	2	6
Doct Inq Sem 2-a	6	2	2	6
Specialization #2	3	6	6	18
Specialization #3	3	6	6	18
Statistics	3	1	1	3
Leadership	3	1	1	3
Spring:				
Dissertation Res	contin	Indep	contin	contin
Doct Inq Sem 1-b	contin	2	2	6
Doct Inq Sem 2-b	contin	2	2	6
Specialization #4	3	6	6	18
Specialization #5	3	6	6	18
Quantitative Res	3	1	1	3
Organization Dev	3	1	1	3
Summer A				
Dissertation Res	contin	Indep	contin	contin
Qualitative Res	3	1	1	Adj
Summer B				
Dissertation Res	contin	Indep	contin	contin
Total Qual Mgmt	3	1	1	Adj
TOTAL		42	57	123 flc/ 6 Adj

EdD YEAR ONE - YEAR SEVEN PROGRESSIVE STAFFING PATTERNS

YEAR SIX

Proseminar	6 crs	4 secs	4 fac	Adj
Fall:				
Dissertation Writing	contin	indep	contin	contin
Dissertation Res	6 crs	indep	15	15
Doct Inq Sem 1-a	6	2	2	6
Doct Inq Sem 2-a	6	2	2	6
Social Equity Adm	3	1	1	3
Lead Org Change	3	1	1	3
Statistics	3	1	1	3
Leadership	3	1	1	3
Spring:				
Dissertation Finish	contin	indep	contin	contin
Dissertation Res	contin	indep	contin	contin
Doct Inq Sem 1-b	contin	2	2	6
Doct Inq Sem 2-b	contin	2	2	6
Lead Learn Orgn	3	1	1	3
Seminar -1	3	2	2	6
Quantitative Res	3	1	1	3
Organization Dev	3	1	1	3
Summer A				
(Dissertation Finish)	contin	indep	contin	contin
Dissertation Res	contin	indep	contin	contin
Seminar - 2	contin	2	2	6
Qualitative Res	3	1	1	3
Summer B				
(Dissertation Finish)	contin	indep	contin	contin
Dissertation Res	contin	indep	contin	contin
Specialization #1	3	3	3	Adj
Total Qual Mgmt	3	1	1	Adj
TOTAL		28	43	75 flc/8 Adj

YEAR SEVEN

Proseminar	6 crs	4 secs	4 fac	Adj
Fall:				
Dissertation Writing	contin	indep	contin	contin
Dissertation Res	6	indep	15	15
Specialization #2	3	6	6	18
Specialization #3	3	6	6	18
Social Equity Adm	3	1	1	3
Lead Org Change	3	1	1	3
Statistics	3	1	1	3
Leadership	3	1	1	3
Spring:				
Dissertation Finish	contin	indep	contin	contin
Dissertation Res	contin	indep	contin	contin
Specialization #4	3	6	6	18
Specialization #5	3	6	6	18
Lead Learn Orgn	3	1	1	3
Seminar - 1	3	2	2	6
Quantitative Res	3	1	1	3
Organization Dev	3	1	1	3
Summer A				
(Dissertation Finish)	contin	indep	contin	contin
Dissertation Res	contin	indep	contin	contin
Seminar - 2	contin	2	2	Adj
Qualitative Res	3	1	1	Adj
Summer B				
(Dissertation Finish)	contin	indep	contin	contin
Dissertation Res	contin	indep	contin	contin
Specialization #1	3	3	3	Adj
Total Qual Mgmt	3	1	1	Adj
TOTAL		44	59	114flc/11Adj

HYPOTHETICAL STAFFING MODEL

10 PROGRAM FACULTY

ASSOCIATED EXTERNAL FACULTY

	FAC#1	FAC#2	FAC#3	FAC#4	FAC#5	FAC#6	FAC#7	FAC#8	FAC#9	FAC#10	EXT FAC-1	EXT FAC-2	EXT FAC-3	EXT FAC-4	EXT FAC 5	EXT FAC 6	
Year One																	
Sum C	Prosem	Prosem	Prosem	Prosem													
Fail	Statistics	Leadership															
Spring	Quant Res	Org Devel															
Sum A					Qual Res												
Sum B				TQM													
Year Two																	
Sum C			Prosem	Prosem	Prosem	Prosem											
Fail	Statistics	Leadership	LdgOrgCh		Soc Equity												
Spring	Quant Res	Org Devel	LdgLearnO	Seminar1a					Seminar2a								
Sum A				Seminar1b	Qual Res				Seminar2b								
Sum B				TQM		Special-1a	Special-1b	Special-1c									
Year Three																	
Sum C					Prosem	Prosem	Prosem	Prosem									
Fail	Statistics	Leadership	LdgOrgCh		Soc Equity												
Spring	Quant Res	Org Devel	LdgLearnO	Seminar1a					Seminar2a		Special-2a	Special-3a	Special-2b	Special-3b	Special-2c	Special-3c	
Sum A				Seminar1b	Qual Res				Seminar2b								
Sum B				TQM							NOTE: ADDITIONAL SPECIALIZATION COURSES TO EXTERNAL FACULTY						
Year Four																	
Fail			LdgOrgCh		Soc Equity	DIQ 1a	DIQ 2a				Special-2a	Special-2b	Special-2c	Special-3a	Special-3b	Special-3c	
Spring			LdgLearnO			DIQ 1b	DIQ 2b		Seminar1a	Seminar2a	Special-4a	Special-5a	Special-4b	Special-5b	Special-4c	Special-5c	
Sum A									Seminar1b	Seminar2b	NOTE: ADDITIONAL SPECIALIZATION COURSES TO EXTERNAL FACULTY						
Sum B						Special-1a	Special-1b	Special-1c									
Year Five																	
Sum C	Prosem	Prosem	Prosem	Prosem													
Fail	Statistics	Leadership	Special 2a	Special 2b	Special 2c	DIQ 1a	DIQ 2a	Special 2d	Special 2e	Special 2f	Special 3a	Special 3b	Special 3c	Special 3d	Special 3e	Special 3f	
Spring	Quant Res	Org Devel	Special 4a	Special 4b	Special 4c	DIQ 1b	DIQ 2b	Special 4d	Special 4e	Special 4e	Special 5a	Special 5b	Special 5c	Special 5d	Special 5e	Special 5f	
Sum A				DISSERTATION RESEARCH: INDEPENDENT STUDY INCLUDES PROGRAM FACULTY AND ASSOCIATED EXTERNAL FACULTY													
Sum B				Qual Res	DISSERTATION RESEARCH: INDEPENDENT STUDY INCLUDES PROGRAM FACULTY AND ASSOCIATED EXTERNAL FACULTY												
Year Six																	
Sum C			Prosem	Prosem	Prosem	Prosem											
Fail	Statistics	Leadership	LdgOrgCh		Soc Equity	DIQ 1a	DIQ 2a										
Spring	Quant Res	Org Devel	LdgLearnO			DIQ 1b	DIQ 2b	Seminar1a	Seminar2a								
Sum A								Seminar 1b	Seminar 2b								
Sum B						Special-1a	Special-1b	Special-1c	DISSERTATION RESEARCH: INDEPENDENT STUDY INCLUDES PROGRAM FACULTY AND ASSOCIATED EXTERNAL FACULTY								
Year Seven																	
Sum C					Prosem	Prosem	Prosem	Prosem									
Fail	Statistics	Leadership	LdgOrgCh	Special 2a	Soc Equity	Special 2b	Special 2c	Special 2d	Special 2e	Special 2f	Special 3a	Special 3b	Special 3c	Special 3d	Special 3e	Special 3f	
Spring	Quant Res	Org Devel	LdgLearnO		Seminar1a	Seminar2a					Special 4a	Special 4b	Special 4c	Special 5a	Special 5b	Special 5c	
Sum A					Qual Res	Seminar1b	Seminar2b	DISSERTATION RESEARCH: INDEPENDENT STUDY INCLUDES PROGRAM FACULTY AND ASSOCIATED EXTERNAL FACULTY									
Sum B						Special 1a	Special 1b	Special 1c	DISSERTATION RESEARCH: INDEPENDENT STUDY INCLUDES PROGRAM FACULTY AND ASSOCIATED EXTERNAL FACULTY								

EXPENDITURE ESTIMATES FOR Ed.D

EXPENDITURES FOR FACULTY FOR THE Ed.D PROGRAM **YEAR 1 – YEAR 5**

A – Assumptions

- 1 – Full time faculty teaching in the Ed.D Program will have the equivalent of a 9 –credit workload during the Fall and Spring semester(s) of Ed.D teaching. Current EDL faculty will continue to function in the ongoing Sixth Year Certificate Program of the department.**
- 2 – Full time faculty will customarily teach one course per term in the Ed. D Program. Assignments depend on areas of expertise and curricular rotation. Supervision of dissertations is not included in this workload. Some faculty will also be assigned the equivalent of 3 workload credits for appropriate administrative responsibilities, such as advisement of students, internship placement and supervision, determining admissions, etc.**
- 3 – The current cohort of EDL faculty [7 as of Fall 2001] will grow to 10 full time faculty as of Year 5 of the Ed.D Program. One faculty member will be added in Year Two (8), one in Year Three (9), and one in Year Five (10). One of the current full time members of the EDL faculty will be appointed to serve as administrator of the Ed.D Program.**
- 4 – Additional faculty – determined to be qualified to teach in the Ed.D Program – will be selected from departments and administrative units across the University. These faculty will teach appropriate courses, supervise dissertations, advise students, or otherwise participate in the Program. These faculty will customarily teach only one course per term.**
- 5 – Adjunct faculty may also be selected from outside the University.**

EXPENDITURES FOR FACULTY

Note: expenditure determinations are based on current contractual rates.
Salaries reflect appointment at the rank of Associate Professor.

YEAR ONE COST FOR FACULTY **\$ 36,450**

1 – Four Current EDL Faculty
Reimburse Dept @ \$1,215 = \$ 14, 580

2 - Adjunct Faculty
Six Courses @ \$1,215 = \$ 21,870

Year One Total = \$ 36,450

YEAR TWO COST FOR FACULTY **\$ 156,610**

1 – One New Faculty Member [#8]
Salary: 1 x \$65,000 = \$ 65,000
Benefits: 1 x \$26,000 = \$ 26,000
Total \$ 91,000

2 – Four Current EDL
Reimburse Dept @ \$1,215 = \$ 14, 580

3 - Adjunct Faculty
Fourteen (14) Courses @ \$1,215 = \$ 51,030

Year Two Total = \$ 156,610

YEAR THREE COST FOR FACULTY

\$ 262,190

1 – One New Faculty Member [#9]

Salary: 1 x \$65,000 = \$ 65,000
Benefits @ 40% 1 x \$26,000 = \$ 26,000
Total \$ 91,000

2 – One Faculty Member [#8] \$ 91,000

3 – Four Current EDL Faculty
Reimburse Dept @ \$1,215 = \$ 14, 580

4 – Adjunct Faculty
Eighteen (18) Courses @ \$1,215 = \$ 65,610

Year Three Total = \$ 262,190

YEAR FOUR COST FOR FACULTY

\$ 218,450

1 – Two Faculty Members [#8 and #9] = \$ 182,000

2 – Five Current Faculty
Reimburse Dept @ \$1,215 = \$ 18,225

3 – Adjunct Faculty
Five (5) Courses @ \$1,215 = \$ 18,225

Year Four Total = \$ 218,450

YEAR FIVE COST FOR FACULTY

\$ 327,675

1 – One New Faculty Member [#10]	
Salary:	1 x \$65,000 = \$ 65,000
Benefits @ 40%	1 x \$26,000 = \$ <u>26,000</u>
Total	\$ 91,000
2 – Two Faculty Members [#8 and #9]	= \$ 182,000
3 – Four Current Faculty	
Reimburse Dept @ \$1,215	= \$ 14, 580
4 – Six Adjunct Course @ \$1,215	= \$ 21,870
5 – Dissertation Supervision	
15 Credits @ \$1,215	= \$ 18,225
Year Five Total	= \$ 327,675

SUMMARY: EXPENDITURE FOR FACULTY

YEAR ONE	\$ 36,450
YEAR TWO	\$ 156,610
YEAR THREE	\$ 262,190
YEAR FOUR	\$ 218,450
YEAR FIVE	\$ <u>327,675</u>
TOTAL	\$ 1,001,375

PERSONNEL EXPENDITURES (other than faculty): YEARS ONE – FIVE

Note 1: Administrative assignments that are part of the regular workload for faculty are not listed below. These responsibilities include administration of the program in Fall and Spring terms, academic advisement/program planning, admissions committee, and (in Years 4,5 and 6) placement and supervision of field work.

YEAR ONE

1 – Administration

- **Administrative Coordinator**
Summer/Winter Sessions: 15 crs @ \$1,125 = \$ 18,225
- **Coordinator of Proseminar** 3 crs @ \$1,125 = \$ 3,645
- TOTAL** = \$ 21,870

2 – Program Support

- **Secretary – half time** = \$ 22,000
- **University Assistant** 19 hrs x 48 wks x \$15 = \$ 13,680
- TOTAL** = \$ 35,680

YEARS TWO, THREE, FOUR AND FIVE

1 – Administration

- **Administrative Coordinator**
Summer/Winter Sessions: 15 crs @ \$1,125 = \$ 18,225
- **Coordinator of Proseminar** 3 crs @ \$1,125 = \$ 3,645
- TOTAL** = \$ 21,870

2 – Program Support

- **Secretary – half time** = \$ 22,000
- **University Assistant** 19 hrs x 48 wks x \$15 = \$ 13,680
- **Graduate Assistants** 4 @ \$3,600 = \$ 14,400
- TOTAL** = \$ 50,080

SUMMARY:	YEAR ONE	\$ 21,870
	YEAR TWO	\$ 50,080
	YEAR THREE	\$ 50,080
	YEAR FOUR	\$ 50,080
	YEAR FIVE	<u>\$ 50,080</u>
	TOTAL	\$ 222,190

OTHER EXPENSES - YEARS ONE THROUGH FIVE

	Adv'g	Post.	Dues	Duplic	Non AUP Travel	Off Eqp	Food Ser	Hon/Lec	OffSup	EducSup	Furn	Library	TOTAL
YEAR ONE	\$15,000	\$2,000	\$5,000	\$1,000	\$4,000	\$3,000	\$1,000	\$5,000	\$2,000	\$5,000		\$50,000	\$93,000
YEAR TWO	\$15,000	\$2,000	\$5,000	\$1,000	\$5,000	\$3,000	\$1,000	\$5,000	\$2,000	\$5,000	\$4,000	\$50,000	\$98,000
YEAR THREE	\$15,000	\$2,000	\$5,000	\$1,000	\$6,000	\$3,000	\$1,000	\$5,000	\$2,000	\$5,000	\$4,000	\$50,000	\$99,000
YEAR FOUR	\$15,000	\$2,000	\$5,000	\$1,000	\$10,000	\$3,000	\$1,000	\$5,000	\$2,000	\$5,000			\$49,000
YEAR FIVE	\$15,000	\$2,000	\$5,000	\$1,000	\$11,000	\$3,000	\$1,000	\$5,000	\$2,000	\$5,000	\$4,000		\$54,000
TOTAL	\$75,000	\$10,000	\$25,000	\$5,000	\$36,000	\$15,000	\$5,000	\$25,000	\$10,000	\$25,000	\$12,000	\$150,000	\$393,000

Ed. D BUDGET – YEAR ONE THROUGH YEAR FIVE

	FACULTY	SUPPORT PERS	OTHER EXPENSE	ANNUAL TOTAL	REVENUE	DIFFERENCE	+/-
YEAR ONE	\$36,450	\$21,870	\$93,000	\$151,320	\$315,000	\$163,680	\$163,680
YEAR TWO	\$156,610	\$50,080	\$98,000	\$304,690	\$433,800	\$129,110	\$292,790
YEAR THREE	\$262,190	\$50,080	\$99,000	\$411,270	\$505,800	\$94,530	\$387,320
YEAR FOUR	\$218,450	\$50,080	\$49,000	\$317,530	\$262,800	\$54,730	\$332,590
YEAR FIVE	\$327,675	\$50,080	\$54,000	\$431,755	\$486,000	\$54,245	\$386,835
TOTAL	\$1,001,375	\$222,190	\$393,000	\$1,616,565	\$2,003,400		\$386,835

(Transmitted via e-mail
to Bot by SCSU)

SOUTHERN CONNECTICUT STATE UNIVERSITY

PROPOSED Ed.D PROGRAM / OCTOBER 2000

EXECUTIVE SUMMARY

UNIVERSITY MISSION STATEMENT:

- The mission of SCSU is to enhance its position as the preeminent comprehensive metropolitan public university of the State of Connecticut. As a learning community grounded in the values of liberal education, SCSU is committed to students distinguished by their intellectual competencies, their skills for flexible adaptation to global change, and by their habits of cultural enrichment for life-long learning. As the lead institution for advanced study in the CSU system, SCSU is committed to the professional preparation of graduate learners for success in their careers and in service to their communities, including applied doctoral degree programs consistent with its historical mission. As an academic environment, SCSU is committed to innovative teaching strategies and to scholarship and creative activity that produces knowledge, refreshes faculty expertise and amplifies teaching effectiveness.

PROGRAM CHARACTERISTICS:

- **Leadership:** The Ed.D Program identifies and prepares leaders who can transform Connecticut's institutions. These include public schools, health and human services agencies, and institutions of higher education. It is **not** designed as a certification for public school officials.
- **Diversity:** The Program emphasizes access by targeting our **metropolitan areas** (includes Fairfield, NH counties, etc.). It will attract urban as well as suburban applicants. Since the program opens with a unique **Proseminar in Leadership Assessment** no artificial barriers are intruded.
- **Rigor:** This Program contradicts the reputation that Ed.D degrees sometimes have for being academic "soft." This Program is built on:
- selective admissions from the Proseminar to the Program
 - a major component of applied research
 - field work related to the dissertation
 - faculty with experience in doctoral programs

Ed.D PROGRAM EXECUTIVE SUMMARY**PROGRAM CHARACTERISTICS (CONTINUED):**

- **Curricular Uniqueness:** Each student is able construct a program, with advisement and under supervision, that meets her or his individual career objectives. The Program employs a cohort model. Following a set of core courses, students may specialize in one of two concentrations, with a variety of course experience within each. These include
 - educational administration
 - human resources development

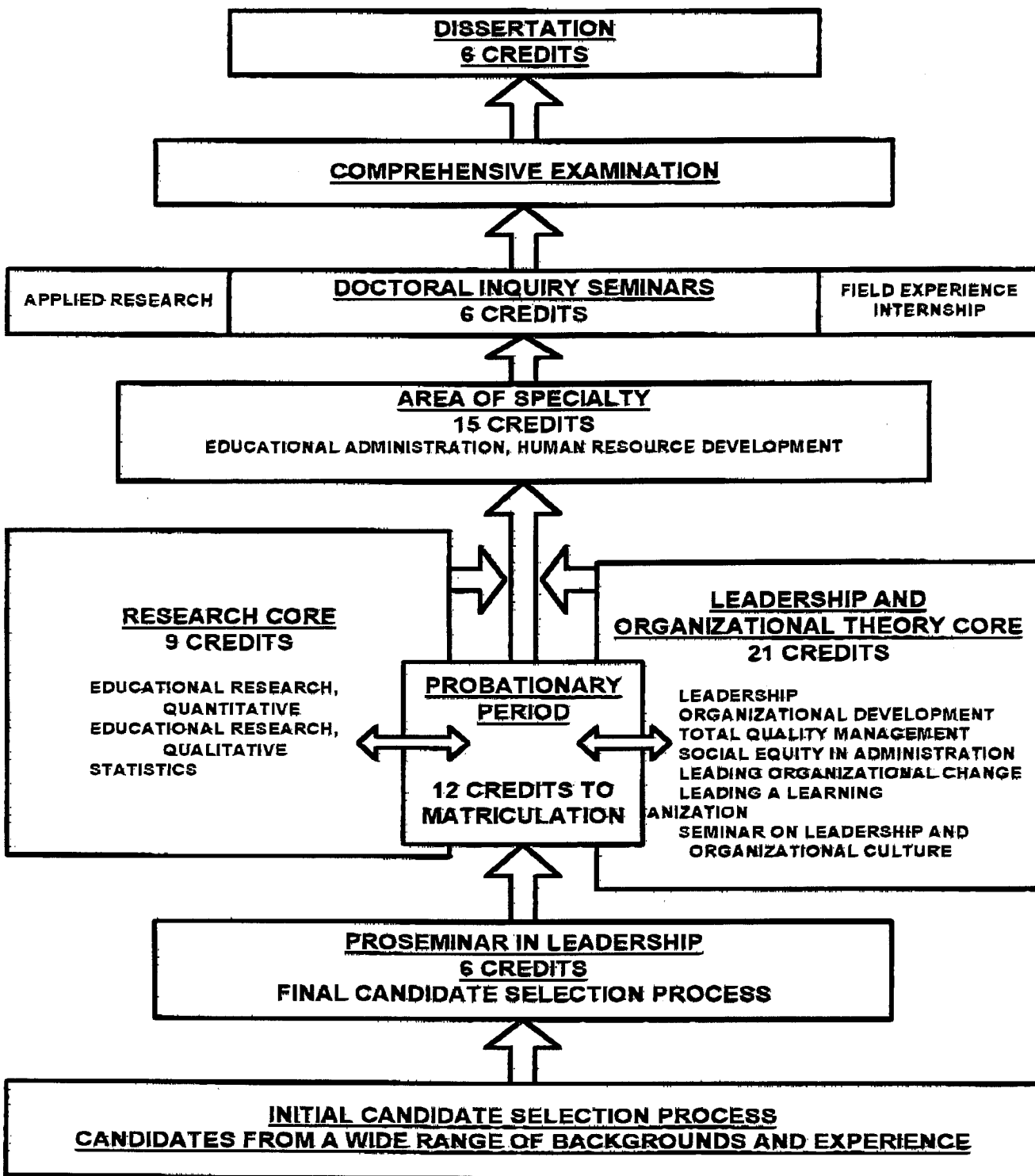
- **Faculty Expertise:** The core faculty will consist of full time members of the faculty of the Department of Educational Leadership. The Program will also draw upon selected faculty and administrative experts from across the University to teach specialized courses and supervise dissertations

- **Program Delivery:** The Program will be taught on the campus of SCSU, rather than at any satellite site or on-line. Courses are taught primarily during evening hours and weekends throughout the academic year, with regular offerings in Fall, Spring and Summer semesters. Full time faculty, whether members of the Department of Educational Leadership or SCSU faculty associated with the Program, will teach almost all courses, including the Proseminar and others offered during the summer sessions. Some courses will utilize Web-enhancement or other technological tools, but the primary emphasis is on face-to-face communication between faculty and students.

- **Student Cohort:** The Program employs a cohort model. For each of the first three years up to 25 students will move from the Proseminar to the Program. After a hiatus of a year, so that the early cohorts can begin their research, the cycle repeats. At its maximum, there may be perhaps 80 - 90 students at various stages of progress, from the early Core courses through the Dissertation stage.

- **Affordability:** This 63 credit program will cost students \$300 per credit, for a total of \$18,900. Compare this with Columbia University at \$705 per credit. Students typically take 6 credits per term = \$1800. Fees are currently included in this amount.

SOUTHERN CONNECTICUT STATE UNIVERSITY Ed.D. PROGRAM CONCEPT DESIGN



PROGRAM CONCEPT DESIGN:

- **The Proseminar in Leadership Assessment:** This two-week intensive summer experience will identify from a substantial pool of prospective candidates for admission to the Ed.D program those individuals with the strongest leadership capabilities and most likely to succeed in the Program. Emphasis is placed on interactive learning in written and oral communication; decision-making and conflict resolution; appreciation of societal diversity; research methodologies and an array of leadership skills. A cohort of no more than 25 students will be selected from the Proseminar for admission to the Program and receive 6 credits toward the Ed.D. Decisions will be based primarily upon a thorough assessment of leadership proficiencies.

Students not selected for the Ed.D will also receive 6 graduate credits that may be applied to any appropriate alternative course of study. In addition, these students will also receive:

- a Certificate of Professional Development, signifying completion of the Proseminar, useful for a variety of employers
- an individualized assessment analyzing that person's leadership strengths and areas identified as needing enhancement

- **Core Sequences:** 30 credits. The Core Program consists of 10 courses:

- a three-course sequence, including Applied Quantitative Methods of Educational Research, Applied Qualitative Methods of Educational Research, and Statistics. 9 credits.
- a seven-course sequence, including Leadership, Organizational Development, Total Quality Management, Society Equity in Administration, Leading Organizational Change, Leading a Learning Organization, Seminar on Leadership and Organizational Culture. 21 credits.

- **Area of Specialty:** 15 credits. In this interdisciplinary portion of the Program students choose from a wide variety of courses from across the spectrum of the University curriculum that are deemed applicable to each student's career objectives. These are grouped in one of two concentrations:

- Educational Administration
- Human Resources Development

PROGRAM CONCEPT DESIGN (CONTINUED):

- **Doctoral Inquiry Seminars:** 6 credits. These seminars consist of two semesters of practical experience directly applicable to each student's particular area of specialization. One is a field-based experience or internship, the other an applied research project. Class meetings permit ongoing dialogue regarding appropriate issues and the applications of research. The seminars prepare students of active careers and for the dissertation process.

- **Comprehensive Examination:** Following the completion of the entire array of courses totaling 57 credits, students take comprehensive examinations, both written and oral, as the capstone experience prior to moving ahead to the dissertation. Students who successfully pass these examinations are formally admitted to candidacy for the Ed.D.

- **Doctoral Dissertation:** 6 credits. As with all doctoral level dissertations these reflect topics constructed by each student with appropriate faculty supervision. Unlike Ph.D dissertations, which characteristically strive to advance knowledge in a specialized discipline, these Ed.D dissertations focus on applying the results of research to practical institutional issues, whether policy oriented or operational.

FINANCIAL SUMMARY:

- It is projected that the Ed.D Program will operate on a positive financial footing beginning in year one. The margin of difference of revenue over expenditures will be sufficient to cover:

- inflation costs
- collective bargaining increases
- additional personnel beyond projected need
- expanded support requirements

➤ **Five Year Aggregated Anticipated Revenue / Expenditures:**

Over the first five years of the Program:

- anticipated revenue = \$ 2,003,400
- anticipated expenditures = \$ 1,616,565
- anticipated difference = \$ 386,835

➤ **First Year Anticipated Revenue / Expenditures:**

- anticipated revenue = \$ 315,000
- anticipated expenditures = \$ 151,320
- anticipated difference = \$ 163,680

**Ed. D BUDGET -- YEAR ONE THROUGH
YEAR FIVE**

	FACULTY	SUPPORT PERS	OTHER EXPENSE	ANNUAL TOTAL	REVENUE	DIFFERENC E	+/-
YEAR ONE	\$36,450	\$21,870	\$93,000	\$151,320	\$315,000	\$163,680	\$163,680
YEAR TWO	\$156,610	\$50,080	\$98,000	\$304,690	\$493,800	\$129,110	\$292,790
YEAR THREE	\$262,190	\$50,080	\$99,000	\$411,270	\$505,800	\$94,530	\$387,320
YEAR FOUR	\$218,450	\$50,080	\$49,000	\$317,530	\$262,800	\$54,730	\$332,590
YEAR FIVE	\$327,675	\$50,080	\$54,000	\$431,755	\$486,000	\$54,245	\$386,835
TOTAL	\$1,001,375	\$222,190	\$393,000	\$1,616,565	\$2,003,400		\$386,835

SOUTHERN CONNECTICUT STATE UNIVERSITY**Ed.D PROGRAM****STATEMENT ON ACCESS AND DIVERSITY**

SCSU remains committed to the ideals of recruiting, retaining and graduating a student population that is demographically diverse. The University takes seriously its status as a metropolitan institution, offering inclusion to urban as well as suburban students. In preparing leaders for Connecticut's institutions, the Ed.D Program reflects this commitment in the following ways:

- **Access to the Program – The Proseminar in Leadership Assessment**

This unique Proseminar has been deliberately constructed to attract and welcome minority and women applicants. The primary criterion for admission to the Proseminar is demonstrated prior leadership experience. Similarly, the curriculum for that course will permit persons to compete for admission to the Program by demonstrating their leadership capabilities and strengths. While excellence is required in every applicant's academic preparation, the floor for admission is a BA or BS, rather than advanced work that might serve to exclude leaders who have not had opportunity to pursue graduate training.

- **Academic Advisement and Career Mentoring of Students**

Every student receives ongoing academic advisement and career mentoring by one of the faculty in the Program. Each student and her or his adviser/mentor constructs a specific degree plan that emphasizes those leadership skills and academic experiences that most nearly meet student career objectives. It is also anticipated that close professional relationships will be formed between students and faculty that can encourage successful completion of this Program and guide placement efforts upon graduation.

- **Graduate Assistantships**

Beginning with Year Two of the Program, there will be at least **four** Graduate Assistantships, each in the amount of \$3,600 per year. These assistantships are need-based. Additional need-based funding will be developed as the Program evolves.

Statement on Access and Diversity

Page 2

- **Faculty Appointments**

Appointment of minorities and women to the faculty of the Program is a signal characteristic. Two of the current six members of the Department of Educational Leadership are minorities. Two searches for tenure track positions are in progress currently; three additional positions are scheduled for appointment during the first five years of the Program. Other current women and minority faculty, both in the School of Education and outside, have already been identified for participation in the Ed.D. Program.

- **Marketing / Advertising:**

The Program will deliberately seek to recruit minority and women applicants for admission into the Proseminar on Leadership Assessment. This will be done directly by active marketing and advertising within minority communities in Connecticut and surrounding states. A portion of the advertising/marketing budget has been identified for active pursuit of this recruitment effort.



Office of Academic Affairs

Phone: (203) 392-5350 Fax: (203)392-5355

To: BECKY AMBERG From: DICK GERBER

Fax: 30009 Date: 10/31/00

Phone: _____ Pages (including cover sheet): _____

Re: _____ cc: _____

- Urgent
- For Review
- Please Comment
- Please Reply

Comments:

Well, Becky, here's the backup. Thanks.
I'll drop the proposals about 5p
tomorrow. Peace
Dick