

A C A D E M I C   S E N A T E  
O F  
C A L I F O R N I A   S T A T E   U N I V E R S I T Y  
S A C R A M E N T O

Minutes

Issue #10

December 10, 1987

**ROLL CALL**

Present: Alexander, Banks, Barnes, Barrera, Beckwith, Bess, Brackmann, Burger, Cook, Cordero, Dillon (Parliamentarian), Farrand, Figler, Fitzwater, Gillott, Gregorich, Hamilton, Harralson, Koester, Lee, Maxwell, Mills, Moore, Phelps, Radimsky, Rehfuss, Rios, Rodriguez, Sauls, Scheel, Seward, Shannon, Sharp, Stephens, Sullivan, Tooker, Torcom, Tzakiri, Van Auker

Absent: Kaltenbach, Kellough, Madden, Nicola, Palmer, Rice, Rombold, Savino, Strong, Stroumpos, Tobey, Wycosky, Yousif

**INFORMATION**

A moment of silence was observed in memory of:

GERTRUDE MEYER  
Professor Emeritus, Music

**ACTION ITEMS**

AS 87-94/Ex.    COMMITTEE APPOINTMENTS

Academic Telecommunications Advisory Committee:

BARBARA HOADLEY, At-large, 1989

Incentive Funding, ad hoc Committee on:

MARY BURGER, Vice President for Academic Affairs  
CHARLOTTE COOK, Executive Committee Representative  
DAN DECIOUS, Chair, Curriculum Committee  
LESTER GABRIEL, Chair, Commission on Undergraduate Education  
RICHARD KORNWEIBEL, Chair, General Education Committee  
PETER LUND, Chair, Academic Policies Committee

Lottery Fund Applications Review Committee:

ASHOKE BASU, Ex officio, Office of Faculty and Staff Affairs  
EDWARD BRADLEY, At-large, School of Arts and Sciences  
DIANE CORDERO DE NORIEGA, At-large, School of Education  
DON FIBIGER, At-large, School of Arts and Sciences (more)

Lottery Fund Applications Review Committee: (continued)

ARNOLD GOLUB, Ex officio, Office of the Vice President for Academic Affairs

JOSEPH HARRALSON, At-large, School of Engineering and Computer Science

ROBYN NELSON, At-large, School of Health and Human Services

JOLENE KOESTER, At-large, School of Arts and Sciences

JOHNNIE STROUMPOS, At-large, School of Business and Public Administration

ROZ VAN AUWER, Non-instructional Faculty, Library

Carried unanimously.

AS 87-95/Ex. INCENTIVE FUNDING, CHARGE TO AD HOC COMMITTEE ON

The Academic Senate charges the ad hoc Committee on Incentive Funding to 1) develop a way to inform the academic community of issues related to Senate Bill 2016, "Higher Education Talent Development," 2) solicit input from the academic community by way of a questionnaire, and 3) develop a preliminary position paper for consideration by the Academic Senate at a special Senate meeting to be held on January 21, 1988.

Carried unanimously.

\*AS 87-96/CC, GPPC, FisA, Ex. PROGRAM CHANGES#School of Arts and Sciences

- A. **Foreign Languages, Italian Minor:** Deletes Ital. 130 from the minor and adds Ital. 170.
- B. **Foreign Languages, Spanish Major and Minor:** Adds 6 units to upper division requirement and reduces electives by 6 units. Clarifies Spanish MA admission requirements and advancement to candidacy.
- C. **Geography, BA, Minor, Pre-Planning Certificate:** Changes accommodate new courses designed since the current major and minor went into effect and modify degree requirements. There is no net change in the total number of units in the major or minor.
- D. **Humanities, Religious Studies Minor:** Adds Hum 39, Hum 122, Hum 220, and History 170 and deletes Hum 138, Hum 139, Hum 177, Hum 178, and Hum 220 to courses about religion specifically or about a specific religion. Adds Anthro 13 and Anthro 166 and deletes Anthro 167 to courses in Social Science approach to religion. Adds Hum 40, Hum 133, Hum 141, Hum 230, Philos 145A, and Philos 145B and deletes Hum 133, Hum 134, Hum 230, and Philos 145.

- E. **Theatre Arts:** To comply with accreditation review, 1) establishes a 3-4 year sequence of class offerings, and 2) adjusts classes in each sub area of Theatre Arts to better meet department's goal of "creating the best course of study for a Drama major with a Liberal Arts Context."

School of Business and Public Administration

- F. **Business Education, Organizational Behavior and Environment:** Changes Business Education Concentration requirements from a choice of six courses (18 units) from three out of four areas (Administrative Services, Accounting, Marketing, and Consumer Economics) to four specified courses (12 units) and two courses (6 units): one selected from each of two pairs of courses. Restructures the program. No additional units required.
- G. **Finance Concentration:** In elective list, replaces MIS 102 and MIS 166 with MIS 121 and MIS 125, and replaces Accy 161A with Accy 160B. Existing electives are redistributed by program designation.
- H. **Management Concentration:** Reduces required courses by 6 units and increases electives by 6 units.
- I. **Real Estate and Land Use Affairs:** Adds OBE 194 to existing list of 8 elective courses from which 2 courses must be completed.
- J. **Human Resources Management:** Adds Mgmt 139B to existing list of 9 elective courses from which 3 courses must be completed.

School of Health and Human Services

- K. **Health and Physical Education, Athletic Training Credential:** PE 156.2 is deleted and replaced by PE 175, PE 155 and PE 159 to comply with National Athletic Trainers Association curriculum guidelines.
- L. **Health and Physical Education, Pre-Therapy Option:** Increases list of recommended list of lower division courses; adds 9 units of required upper division courses; and deletes and adds several courses to the interdisciplinary electives.

Carried unanimously.

\*AS 87-97/CC, GPPC, FisA, Ex. PROGRAM CHANGES#

- A. **Anthropology, BA and MA:** Requires 1) Fieldwork courses in at least two of the three areas offered (archaeology,

- ethnology, and physical anthropology), 2) BA core requirements be completed with a minimum grade of C-, 3) Majors complete two years of university level study of one foreign language or demonstrate the equivalent proficiency, 4) MA core seminar be completed with a minimum grade of B-, and 5) No more than 6 units of Special Problems courses be credited toward the MA degree.
- B. **Communication Studies Minor:** Increases minor to 18 units, 15 of which must be upper division units and must include ComS 100A. In addition, no more than 3 units of ComS 185 or ComS 199 can be applied to the minor.
- C. **Home Economics, Gerontology Minor/Certificate:** Currently, students choose 21 units of upper division courses from a specified but broad field. The proposal moves to limit choice, especially in the core; in the new minor, the core would consist of 15 units, all specified; total units remain at 21.
- D. **Psychology, BA:** Changes lower division unit requirement from 11 to 8 and upper division unit requirement from 25 to 28 because Psych 10 (lower division) and been changed to Psych 100 (upper division).
- E. **Social Science (21-9-9 Pattern):** Discontinues 21-9-9 pattern at the end of the Spring Semester, 1988, as recommended by Program Review Team.
- F. **Social Science (Geography):** Reinstates Geography 149 and clarifies unit range to take into account the one 2-unit course available (applies to 21-9-9 Pattern).

School of Business and Public Administration

- G. **Business Administration, Organizational Behavior and Environment:** Deletes Jour 109 as an equivalent course for OBE 130 for SBPA students.

Carried unanimously.

\*AS 87-87/AP, Ex. 1988-89 AND 1989-90 ACADEMIC CALENDARS

Because of catalog deadlines, the Executive Committee recommends, on behalf of the Academic Senate, adoption of the calendars as they appear on Attachment D of the November 12, 1987, Academic Senate Agenda. [Approved at the November 17, 1987 Executive Committee meeting; approved by President Gerth on December 1, 1987.]

Carried unanimously.

AS 87-93/Ex. ANNUAL CHRISTMAS FOOD DRIVE

The Executive Committee, on behalf of the Senate, endorses the Annual Christmas Food Drive.

Carried unanimously.

\*AS 87-85/CC, FISA, Ex. PROGRAM CHANGES#

Business Administration: Delete the No Concentration Option for the Bachelor of Science Degree in Business Administration.

Carried.

\*AS 87-86/CC, GPPC, Ex. CURRICULUM REVIEW, SCHOOL OF BUSINESS AND PUBLIC ADMINISTRATION

The Academic Senate recommends that:

1. the Bachelor of Science Degree in Business Administration be approved for a period of five years or until the next program review.
2. the following Master's degrees be approved for a period of five years or until the next program review: (a) Master of Business Administration; (b) Master of Science in Accountancy, and (c) Master of Science in Business Administration with an option in Management Information Science.
3. approval of the Master of Public Administration degree be deferred until May 1, 1988, pending decisions about the proposed Master of Public Policy and Administration.
4. the moratorium on new admissions to the Master of Public Administration program be continued until May 1, 1988."

[The complete Academic Program Review is available in the Academic Senate Office, Adm. 264.]

Carried.

\*AS 87-91/GE, Ex. GENERAL EDUCATION PROGRAM, RESOLUTION ON

Whereas, CSU, Sacramento is about to begin a program review of General Education, and

Whereas, The CSU, the UC and the CCC are currently negotiating a common transfer G.E. curriculum that will set standards for all lower division students

seeking bachelors degrees from any CSU or UC campus; therefore, be it

Resolved

That the Academic Senate recommends:

1. A moratorium on program changes (courses additions or deletions would still be permitted) to General Education until,
  - a) the completion of the review.
  - b) conclusion of intersegmental negotiations,
  - c) the revision of Title V Section 40405 (or the determination that no changes will be made).
2. In order to insure timely and appropriate campus planning and action
  - a) the energetic monitoring of, attendance at and participation in the activities of CSU system and intersegmental committees including but not limited to the CSU G.E. Advisory Committee
  - b) the funding to provide the mentioned monitoring, attendance and participation.
3. Consideration by appropriate school deans and the Academic Vice President of a temporary limitation on tenure track hiring in any department whose enrollment might be substantially reduced or altered by implementation of any proposed core transfer curriculum.
4. Regular reporting at intervals no greater than 60 days by the G.E. administrator and the G.E. Committee chair to the Chair of the Senate and the Academic Vice president on the current status of the program review, and the progress of intersegmental and CSU system initiatives.

Carried.

AS 87-92/Flr. SMOKING POLICY

The Academic Senate tables discussion of the smoking policy.

Carried.

\*AS 87-98/CC, FisA, Ex. PROGRAM CHANGE--COMPUTER SCIENCE#

**Computer Science, BS:** Increases total units from 124 to 130.  
Increases major by 3 units (1 unit laboratory component; 2 unit

experiential requirement), and increases elective units by 2. Replaces second language requirement (CSc 16A [2-3 units], CSc 30, CSc 60) with CSc 20. This change accounts for 1 unit added to the major for students who earlier selected the 2 unit CSc 16A.

Note: The Senate recommends approval of the above change in the BS in Computer Science with the observation that, in accordance with University policy, the costs of the program change are assumed to be borne by the School of Engineering and Computer Science in the absence of a statement in the proposal to the contrary.

Carried.

\*AS 87-99/CC, GPPC, FisA PROGRAM CHANGE--INTERNATIONAL BUSINESS CONCENTRATION#

**International Business Concentration:** Restructures concentration, substitutes six units in a category called "functional support," and adds 9 units "international breadth requirement" to the major.

Carried.

\*AS 87-100/CC, Ex. WAIVER PROGRAM--PHYSICAL SCIENCE, EARTH SCIENCE EMPHASIS

The Academic Senate approves the Physical Science Waiver Program, Earth Science Emphasis, with the sequence of courses agreed to by representatives of the Departments of Chemistry, Geology and Physics (i.e., Chem 1A, 1B, 20, and any 1-unit organic lab).

Note: Catalog copy shall reflect amendments shown on Attachment A.

Carried.

\*AS 87-101/CC, FisA, Ex. CERTIFICATE PROGRAM--INSTRUCTIONAL LEADERSHIP

The Academic Senate approves a new Certificate Program of Academic Achievement in Instructional Leadership to be offered by the School of Education (EDCAPS) through Extension [Attachment B].

Carried.

\*AS 87-102A-D & F-H/CC, GPPC, FisA, Ex. PROGRAM CHANGES#

School of Arts and Sciences

- A. **Biological Sciences, Honors Program in the BA and BS degree programs:** Adds an Honors Program to the BA and BS degrees in Biological Sciences. Requires enrollment in one lower division (1 unit) and one upper division (3 unit) course designed for and open only to Honors students. Adds 4 units to the BA and 1 unit to BS major requirement.
- B. **English/Humanities Single Subject Waiver Program:** Adds 9-12 units to the program, the range dependent upon each student's choice for demonstrating competency in traditional grammar.
- C. **Geology BA and BS Requirements:** Reduces preparation for the major by 4 units (although a calculus course is required), and increases upper division requirements to require geomorphology (required for U.S. Civil Service), 6 rather than 1 unit of elections, and a geology colloquium.
- D. **Mathematics/Statistics and Computer Science BA, Double Major:** Aligns Double Major prerequisites, course numbering, titles, and units with proposed changes in the Computer Science Degree Program.

School of Engineering and Computer Science

- F. **Computer Engineering, BS:** To conform to accreditation requirements which require a course in either matrices/linear algebra or numerical analysis, offers option of Math 100, Math 150 or Engr 181 and drops Math 32. Replaces CSc 16A (Fortran) with CSc 60 (course on "C" programming language).
- G. **Construction Management, BS:** Changes the "Bachelor of Science in Engineering Technology, Construction Management Option" to a "Bachelor of Science in Construction Management". No change in requirements.

School of Health and Human Services

- H. **Health and Physical Education, Athletic Training Option:** Approves a "non-credential" Athletic Training Option in the BS in Physical Education.

Carried.

AS 87-102E/CC, GPPC, FisA, Ex., Flr. PROGRAM CHANGE

The Academic Senate tables consideration of AS 87-102E:



**"E. Library Services Credential (Teacher Education):**

Discontinues Librarianship as of 1988-89 Catalog but continues courses through Summer, 1989, to accommodate students currently in the program."

Carried.

**AS 87-103/CC, GPPC, Fisa, Ex. PROGRAM CHANGES#**

- A. **Biological Sciences, MA, MS, Option within MS:** Changes the degree designation of the existing MA to an MS. Changes the existing MS to a concentration within the new MS.
- B. **Communication Studies, BA, Media Concentration:** Creates four options (Media Production, Broadcast News, Telecommunications, Electronic Media) within the Media Concentration of the BA in Communication Studies.
- C. **Music, MA:** Adds Choral Conducting as a fifth area of study for the MA in Music. No new courses are proposed.
- D. **Psychology, WFCC, MA:** Adds courses to accommodate required requires of the State of California for the Marriage, Family and Child Counseling license. As recommended by Program Review Team, requires Graduate Record Exam of all applicants to graduate program.
- E. **Social Science, Peace/War Studies:** Deletes BA in Social Science with Concentration in Peace/War Studies. Establishes a Minor in Peace and Conflict Resolution Studies within the School of Arts and Sciences.

Carried.

The meeting was adjourned at 3:50 p.m.

  
Janice McPherson, Secretary

\*President's approval requested.

#Proposals for new programs and program changes, along with Senate committee reports, are available for review in the Academic Senate Office, Adm. 264.

PHYSICAL SCIENCE WAIVER PROGRAM

EARTH SCIENCE EMPHASIS

Total: 64 units

Title 5/80086 Commonly Taught Subject

3)  
1-3)  
Chem 20 Organic Chemistry Lecture  
Chem 25 Organic Chemistry Lab#

I. Basic Core

Chem 1A	General Chemistry	5)	
Chem 1B	General Chemistry	5)	Chemistry
<del>Chem 6B</del>	<del>Intro to Organic Chemistry</del>	<del>5)</del>	
Phys 5A	*General Physics	4)	
Phys 5B	General Physics	4)	Physics
Phys 106	Modern Physics	3)	
Geol 9	Physical Geology Lab	)	
OR		1)	
Geol 11	Physical Geology Field Lab	)	
Geol 10	Physical Geology	3)	
Geol 12	Historical Geology	3)	Earth Science
Geol 13	Historical Geology Lab	1)	
Geol 50	Rocks and Minerals	2)	
Geol 130	Oceanography	3)	
Geol 140	Environmental Geology	3)	
Geog 111	Elements of Meteorology	3)	

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II. Breadth and Perspectives

Math 30	**Calculus I	4)
Math 31	Calculus II	4)
BioS 5	General Biology	4)
Astr 4	Intro to Astronomy	3)
Geol 184	Geology Field Trip	)
OR		1)
Geol 111	Field Methods	)

At least 3 units from the following: 3)

Geol 20	Astrogeology (3)
Geol 100	Mineralogy (4)
Geol 102	Igneous & Metamorphic Petrology (4)
Geol 103	Sedimentary Petrology (3)
Geol 105	Paleontology (4)
Geol 110	Structural Geology (3)
Geol 112	Geophysics (3)
Geol 120	Geomorphology (3)
Geol 121	Geology of California (3)
Geol 135	Regional Geology of North America (3)
Geol 150	Geochemistry (3)

\*Physics 11A-B-C may be substituted for Physics 5A-B.  
\*\*Math 26A-B preceded by Math 29 may be substituted for Math 30 and If the 26A-B series is substituted an approved computer course must also be taken.

#A 1-unit organic lab from another institution will be accepted in

CALIFORNIA STATE UNIVERSITY, SACRAMENTO  
School of Education  
Department of Counseling, Administration and Policy Studies

A CERTIFICATE PROGRAM IN INSTRUCTIONAL LEADERSHIP  
OFFERED THROUGH THE OFFICE OF EXTENDED LEARNING, CSU,S

1. TITLE OF THE PROGRAM

Instructional Leadership Certificate Program

2. TYPE OF CERTIFICATE TO BE AWARDED

Certificate of Academic Achievement

3. OBJECTIVES OF THE PROGRAM

The Certificate program in Instructional Leadership is designed to provide teachers and other educational professionals a sound knowledge base for effective curriculum and instructional leadership practices; and the opportunity to apply effective instructional leadership principles and processes in the school setting. Expected outcomes for participants would include but not be limited to:

- a. Apply the research on effective instruction and supervision to school programs.
- b. Develop, align, monitor, and refine curriculum practices.
- c. Apply principles and skills of staff development.
- d. Apply principles and skills of collaborative leadership.
- e. Apply literature and research on cognition to producing higher order thinking skills and an intellectual focus to schools and classrooms.
- f. Develop knowledge and skills necessary to support the above outcomes.
- g. Apply research on effective schools.

4. NEED FOR THE PROGRAM

School effectiveness studies consistently demonstrate that a crucial function performed in effective schools is instructional leadership. Skilled personnel should be assigned to constantly focus the staff's attention and energies on the refinement of such tasks as curriculum development, direct teacher assistance, staff development, group facilitation, and action research. Thus, school staffs, the instructional program, and resultant student learning can become more efficient, vibrant, and relevant.

Increasingly, the management of schools is becoming overwhelmingly complex. As a result, school staff are often augmented with personnel who can work in concert with the principal, the central office, teachers, specialists, and parents, to provide needed curriculum and instructional services. A recent trend is to delegate elements of the instructional leadership function to teachers in such roles as mentors, department chairs, resource teachers, program specialists, S.I.P. coordinators, staff developers, as well as to curriculum vice-principals.

Toward this end, the School of Education at California State University, in collaboration with school district leaders in the Sacramento region, has developed a program for school district personnel who, upon completion, will be awarded a Certificate certifying demonstrated leadership in the improvement of curriculum and instructional practices.

5. POTENTIAL IMPACT

In terms of career development, successful participants would have such options as:

- Continued informal roles as faculty leaders at the school site.
- Program managers, grade level coordinators, department chairs, faculty staff development facilitators or curriculum coordinators at the school site or at the district level.
- Further professional development leading to higher degrees in curriculum and instruction.
- A career change leading to further professional development and certification as school administrators.

6. STRUCTURE OF THE PROGRAM AND METHOD OF ACHIEVING OBJECTIVES

The program will encompass 9 units of coursework and 9 units of practicum/field experience.

The instructional component shall be primarily offered on Saturdays on the CSU,S campus with related observations, practicums and field experiences during the school week at the home school and other selected sites.

There shall be three segments or phases in the program:

Phase I - Introductory work in supervision theory and curriculum development with observation experiences at home school and other selected sites.

Course Work:

Introduction to Supervision Theory  
and Curriculum Development

Units

3.0

Phase II - Advanced work in instructional supervision and curriculum leadership with supervised practicum experiences at school site.

<u>Course Work and Practicum</u>	<u>Units</u>
Advanced Supervision and Curriculum Leadership	3.0
Practicum in Instructional Leadership	3.0

Phase III - Effective schools theory and practice with supervised field experience and observation at home school/district and other selected sites.

<u>Course Work and Field Experience:</u>	<u>Units</u>
Effective Schools Theory & Practice	3.0
Supervised Field Experience in Instructional Leadership	6.0
TOTAL UNITS	12.0

Saturday instructional structure shall include large group instruction and cohort group interaction and development.

Candidates admitted to the Preliminary Administrative Services Credential program in the Department of Counseling, Administration and Policy Studies at California State University, Sacramento, who have completed the Instructional Leadership Certificate Program may, upon petition, be granted equivalent unit credit for EDCAP 205.0 [3.0] (Curriculum Development), EDCAP 206.0 [3.0] (Supervision and Leadership), and EDCAP 296.01 [3.0] (Exemplary Schools and Organizational Change) in the work for the credential; EDCAP 409.5 [5.0] (Field Study) and EDCAP 209.5 [3.0] (Field Study Seminar) may be waived for such candidates, or equivalency may be granted, depending upon the circumstances of each candidate. Within the provisions of University regulations, Master's degree candidates may petition for equivalent credit to the maximum allowed for University extension courses (currently 9 units).

7. NAMES AND QUALIFICATIONS OF THE INITIATORS AND THE ACADEMIC UNIT

The Instructional Leadership Certificate Program is supported by the Department of Counseling, Administration and Policy Studies and the School of Education at California State University, Sacramento. The initiators of this program include:

- a. Dr. Arthur Costa, Professor of Educational Administration; specialization in supervision theory; President-Elect of ASCD.

## A Certificate Program in Instructional Leadership

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- b. Dr. Robert Garmston, Associate Professor of Educational Administration, specialization in curriculum development, President-Elect, CASCD.
- c. Dr. Thomas Cottingham, Professor of Educational Administration; Program Coordinator and Department Chair
- d. Dr. David Meaney, Associate Superintendent, Sacramento County Office of Education; specialization in effective schools theory and research.

### 8. DURATION OF PROGRAM AND NUMBER OF PARTICIPANTS

It is anticipated that this will be a continuing program. However, the initial pilot project for the implementation of this Certificate Program shall be restricted to participants from Sacramento County school districts. Upon completion of the pilot project, the program may be expanded to include participants from the broader Sacramento region.

Dimensions of the pilot group might be as follows:

- 30-60 participants in cohort groups of approximately 15 each
- Cohort groups will represent schools in more than one district

Districts are encouraged to include clusters of participants from particular schools if they wish.

The Cohort structure will provide for interaction between school districts and possible shadowing and interaction between and among contiguous participants.

Each segment shall consist of approximately 15 weeks, with six instructional days occurring on Saturdays, 8:30 a.m. to 4:30 p.m.

Phase I - Fall 1987

Phase II - Spring 1988

Phase III - Fall 1988

### 9. RESOURCE NEEDS

The instructional staff shall be composed of CSU,S faculty and outstanding instructional leaders from school districts in the Sacramento region. The staff shall include from four to six persons in both instructional and supervisory capacities.

Appropriate reimbursement for the instructional coordinator also will be required. Use of physical facilities and library/media resources at CSU,S will be arranged through the Office of Extended Learning.

10. ADMISSION REQUIREMENTS

Candidates for admission to the Certificate Program in Curriculum and Instructional Leadership must:

- a. Show evidence of continued growth. (Examples: Record of graduate work [normally 3.0 GPA for graduate level work is expected], workshops participation, conference attendance.)
- b. Have a commitment from his/her school district to support and/or sponsor the candidate in training. (Examples: District statement of intent to provide opportunities for the candidates to practice the knowledge and skills to be developed in the program; district commitment provides release time to participate.)
- c. Have a recommendation from the district superintendent or the superintendent's representative. The recommending district shall verify that candidates have also met the following criteria:

Candidates should

- (1) Show evidence that they are excellent teachers who have command of theories of instruction as well as application. (Examples: Mentor status, demonstration under observation, supervisor's recommendation [Candidates will normally be expected to satisfy their own district's mentor teacher qualification criteria].)
- (2) Show evidence of willingness to take on additional responsibilities. (Examples: Service record includes committee participation, work on projects beyond classroom responsibilities, professional association participation.)
- (3) Show evidence of leadership. (Examples: Record of leadership positions--chair of committees, president of professional and/or community organizations.)
- (4) Show evidence of global perspective. (Examples: District level activities; area-wide, regional, state, national participation in professional association or other educational activities.)
- (5) Show interest in working with adult learners. (Examples: Presentations at conferences, inservice programs; participation in peer coaching.)
- (6) Show evidence of interest in collaborative efforts. (Examples: Record of committee participation both in the profession and in the community.)
- (7) Have five years of successful teaching experience.
- (8) Show evidence of being able to communicate effectively both in writing and in speaking.

## APPENDIX A

### CERTIFICATE PROGRAM IN INSTRUCTIONAL LEADERSHIP

The course descriptions for the Instructional Leadership Program are as follows:

#### Introduction to Supervision Theory and Curriculum Development

Curriculum development appropriate to a modern program of education; supervisory theory and technique, including assessment of educational innovations.

#### Advanced Supervision and Curriculum Leadership

Supervision of teaching, development of strategies for in-service programming, and the roles of various groups and individuals in the improvement of instruction; the service role of the leader in instructional improvement; cultural, social, and political forces acting to shape the curriculum.

#### Effective Schools Theory and Practice

An indepth study and analysis of the "Effective School" literature and a discussion and analysis of advanced strategies for institutional change that would lead to significant student achievement.

#### Practicum in Instructional Leadership

Directed (supervised) practice in the supervision of teaching, the development of strategies for inservice programming, the design of process plans for faculty involvement in decision making and curriculum development.

#### Field Experience in Instructional Leadership

Directed (supervised) on-the-job observation and experience in which participants apply principles and skills of supervision theory, staff development and collaborative instructional leadership at their own school sites and other selected school environments.