

CALIFORNIA STATE UNIVERSITY CHANNEL ISLANDS

NEW COURSE PROPOSAL

PROGRAM: EDUCATION

- 1. Catalog Description of the Course. [Include the course prefix, number, full title, and units. Provide a course narrative including prerequisites and corequisites. If any of the following apply, include in the description: Repeatability (May be repeated to a maximum of \_\_\_ units); time distribution (Lecture \_\_\_ hours, laboratory \_\_\_ hours); non-traditional grading system (Graded CR/NC, ABC/NC). Follow accepted catalog format.]

EDPL 620. INSTRUCTIONAL LEADERSHIP OF THE COLLABORATIVE INCLUSIVE SCHOOL (3).

Three hours lecture/discussion per week.

Prerequisite: Admission to the Principals Leadership Program.

Leadership skills needed for implementation and evaluation of instructional programs that meet the needs of all learners. Focus on skills needed to involve teachers in reform and renewal of educational practice, shared instructional decision making and systematic improvement processes. Topics include skills needed for effective instructional supervision at the program and individual level, development of instructional staff, mentoring, coaching, direct instructional supervision integrated with the personnel decision making process involving hiring, renewal of contracts and granting of tenure.

- 2. Mode of Instruction.

Table with 4 columns: Mode of Instruction, Units, Hours per Unit, Benchmark Enrollment. Rows include Lecture (3, 1, 20), Seminar, Laboratory, and Activity.

- 3. Justification and Learning Objectives for the Course. (Indicate whether required or elective, and whether it meets University Writing, and/or Language requirements) [Use as much space as necessary]

This is a required course in the Principals Leadership Program and meets the California Commission on Teacher Credentialing Standards for Quality and Effectiveness for Educational Leadership Programs leading to the Preliminary Administrative Services Credential.

Students who successfully complete this course will be able to:

- Analyze, implement and reflect on leadership theories and practice as applied to instructional programs.
• Develop and refine a personal vision of education and instruction
• Examine, practice and model a personal code of ethics
• Engage in professional leadership practices including shared decision-making, problem solving, and conflict management.
• Develop mechanisms for sustaining personal motivation, commitment, energy, and health by learning to balance personal and professional responsibilities.
• Apply the principles of effective communications, systems management, organizational problem solving, and collaborative decision-making skills to real world issues.
• Develop the skills needed to use the influence of positions of leadership to enhance educational opportunities for students rather than for personal gain.
• Develop a plan to leverage and marshal sufficient resources to implement and attain an academic vision for all students and subgroups of students.

