



Glenda Ritz, NBCT

Indiana Superintendent of Public Instruction

MEMORANDUM

TO: Indiana State Board of Education

FROM: Scott Bogan, Coordinator of Educator Preparation

DATE: September 19, 2016

SUBJECT: New BLA Program Proposal from Olivet Nazarene University

The Indiana Department of Education recently received a Building Level Administration (BLA) program proposal from Olivet Nazarene University (ONU), Indianapolis Regional Center. Olivet Nazarene University is based in Bourbonnais, IL and is accredited by the Council for the Accreditation of Educator Preparation (CAEP). If approved to offer a program for initial Indiana licensure, the Indianapolis Regional Center of ONU will be required to seek CAEP accreditation and state recognition as an Indiana Educator Preparation Program (EPP).

The review team was comprised of representatives from higher education and P-12 administration. Per 511 IAC 13-1-1, Sec. 1. (d), it is the recommendation of the IDOE that the state board approve the BLA proposal from Olivet Nazarene University, Indianapolis Regional Center.

The DOE will monitor the progress of this new program according to the CAEP EPP Annual Report guidelines.



Olivet Nazarene University/ONU Global

New Program Proposal to the Indiana Department of Education

Dr. Karen A. Dowling, Director, kadowling@olivet.edu

Dr. Al Long, Subject Matter Expert, allong@olivet.edu

New Program: Ethical Building Leadership; Master of Arts in Education degree

Table of Contents

Standards and Supplemental Documents	Pages of Proposal
Standard 1: Rationale	2-7
Standard 2: Curriculum	7
Standard 3: Clinical and Field Based Experiences	7-11
Standard 4: Evaluation	11-14
Standard 5: Governance	14-16
Standard 6: Schedule	16-20
Appendix A: Sample Diversity Assessment Rubric	21
Appendix B: Sample Law Assessment Rubric	22
Appendix C: Host Mentor's Assessment Form example	23
Appendix D: Key Assessments in Core Program of Study	24
Appendix E: Program of Study Explanation	25
Matrix of Alignment to Standards	Separate document
Course Syllabi	Separate documents

Standard 1: Rationale

1.1 Program Description

Olivet Nazarene University is proposing a new principal licensing program for the State of Indiana. The proposed program will prepare candidates to take the Indiana Principal License Exam and will be innovative in, not only pedagogy, but also in the delivery modality. The concentration of blending sound educational leadership theory with real-life experiences and application of the theory and knowledge covered in each module will provide practical and innovative learning experiences for candidates.

The program is designed to be delivered in an onsite format as well as online. Our belief is that the majority of our students will choose an online format, but one of the ways this program will be unique is that even the online students will be required to attend an onsite seminar at the end of each course. The reasons we believe this to be important are;

- a. The need for immediate feedback from our candidates that their needs are being met in the course content and delivery.
- b. The need for face to face interaction with our instructors.
- c. The need for candidates to hear from practicing professionals in specific content areas.
- d. The need for personal interaction with fellow future leaders.

These end of course seminars will be conducted so both onsite students and online students will attend the same seminars so that a sense of collaboration and community can be established with all who are in the program.

We are conducting periodic sessions with sitting principals, superintendents, teachers and board members to receive input into what specific knowledge, skills and dispositions are important in preparing our future ethical building leaders (EBL). Our belief is that in an ever changing educational leadership environment, it is essential that we continually receive feedback from our stakeholders in order to have a program that is designed to meet the needs of the 21st century building leaders.

Another method for making sure our candidates are well prepared to take their place in the chair of ethical building leader is by “out of the box” thinking on how a practicum is completed and making it specifically designed to assure the candidate and those who will be hiring our graduates that they have been exposed to and expected to have completed work in all standards and elements of the standards. We expect our program completers to be able to walk into an interview and with confidence. Candidates will be able to let a prospective employer in

any school corporation know they have at least been exposed to every standard and element and can show mastery in most if not all elements of those standards. They will be required to submit assignments and evidence with the standards and elements listed they have addressed and those assignments will be assessed by both the university supervisor and the building mentor.

What makes this clinical practicum experience different than most is that the practicum will begin the very first course the candidate is enrolled and will continue throughout the entire program. The candidate will be given specific minimum experiences they must complete and the mentor and candidate can add as needed to be sure all standards and elements have been addressed in an appropriate manner. Key strands of the ONU program incorporated into coursework and clinical practicum experiences include 21st century skills such as innovative and strategic mindsets, cultural competency, educational technology savvy, skilled communication and decision-making, fair and equitable practices, an entrepreneurial spirit, and practical knowledge of literacy, exceptionalities, and barriers to achievement. Strengths of the ONU program include: practicing and credentialed school leaders as instructors, a cohort model, online and onsite modalities for working adults, sense of community, collaborative professional development sessions with practitioners from the field, experiences with qualified onsite mentors, and clinical practicum experiences in diverse settings.

The final, and perhaps one of the more important differences in our program proposal, is the fact we will be spending more time and effort than most programs on the disposition aspect of leadership. This is one reason we have chosen to call our program Ethical Building Leadership. The knowledge part of our program will be, and should be, much like other programs because our candidates need to have a strong knowledge base of effective leadership theory and be exposed to the latest educational leadership research. Our core beliefs also consider that our building leaders need to lead in an ethical manner. Specific assignments through the program will expose our candidates to self-examination of their core values and weekly devotions completed in each course will help them introspectively examine their dispositions.

Our aim is to prepare ethical leaders who can encompass the vision theme of our conceptual framework for the Education Unit/Educator Preparation Provider at Olivet Nazarene University (ONU): *Professionals Influencing Lives*. The framework emphasizes foundations, professionalism, curriculum/instruction/evaluation, and Christ-like character. In alignment with building leader standards, the Ethical Building Leadership program will impact these areas as well as utilize

them as program objectives:

Standard 1: Human Capital Management

School building leaders use their role as human capital manager to drive improvements in teacher effectiveness and student achievement.

Standard 2: Instructional Leadership

School building leaders are acutely focused on effective teaching and learning, possess a deep and comprehensive understanding of best instructional practices, and continuously promote activities that contribute to the academic success of all students.

Standard 3: Personal Behavior

School building leaders model personal behavior that sets the tone for all student and adult relationships in the school.

Standard 4: Building Relationships

School building leaders build relationships to ensure that all key stakeholders work effectively with each other to achieve transformative results.

Standard 5: Culture of Achievement

School building leaders develop a schoolwide culture of achievement aligned to the school's vision of success for every student.

Standard 6: Organizational, Operation, and Resource Management

School building leaders leverage organizational, operational, and resource management skills to support school improvement and achieve desired educational outcomes.

1.2 Needs Assessment Data

The need for quality school leaders has emerged with recent data supporting a teacher shortage in the state of Indiana. Typically, teacher retention, especially in urban, high-poverty schools and in rural areas, is a challenge. In Indiana, from 2014 to 2015, 21 percent fewer educators obtained first-time licenses including teaching, administrative, and other licenses. Building leaders need to be able to lead for a diverse student population as well as in a climate of rapidly changing education policy and teacher expectations. A key to maintaining a strong teaching force is dependent on the leaders supporting teachers. School leaders must be

especially skilled to successfully support teachers to excel in their work, help them grow professionally, and retain them in challenging and ever-changing educational arenas. In the *New Leaders for New Schools* study (2009), a direct correlation was found between student academic achievement improvements and principal and teacher effectiveness. Principals accounted for 25 percent of the effect. The report findings indicated the importance of transformational leadership techniques including responsibility sharing, managing personnel, and academic leadership. Building leadership has an impact on both students and faculty including learning outcomes, the hiring of qualified personnel, and retention of quality teachers (Rice, 2010).

According to the 2014 EdFuel study, it is forecasted that by 2023, approximately 32,000 new mid- to senior-level leaders will be needed in schools and districts in 50 of the largest U.S. cities. When principals and teachers are added to this population, the number increases to 200,000. New roles require an increasingly complex set of cross-competencies (knowledge, skills, and dispositional attributes), yet most organizations lack sophisticated understanding of those needs.

According to the Bureau of Labor Statistics, between the years 2012 and 2022 the employment of elementary, middle, and high school principals is projected to grow 6 percent nationwide as driven by enrollment growth and state and local budgets. One factor includes the opening of new schools. The Indianapolis region has 28% of its public school students attending charter schools. This statistic is representative of the increase in governmental, non-profit, and for profit educational supports developing to serve the needs of public school students. No matter the type of school or district, schools need the leaders with the capacity to adequately onboard, train, and retain skilled professionals while serving the needs of the schools and families.

Teachers looking to obtain a master's degree may not necessarily obtain a salary increase as a result of education reforms of 2011 discouraging districts to issue automatic pay increases for master's degrees. By entering the ONU Ethical Building Leadership program, teachers will have the opportunity to obtain a degree, complete the coursework necessary for the building leader licensure in Indiana, and/or move into administration with potential for salary increase.

Though there are successful programs in institutions around the state, the ONU program will differentiate itself with a focus on ethical building leadership amidst the sociopolitical factors affecting school leadership and management. No longer is the authoritarian leader and school manager acceptable in our schools. School leaders need to be equipped with practical skills, decision-making abilities, a 21st-century learning focus, and cultural consciousness. The focus of the EBL will be on the standards emphasizing the necessary knowledge, skills and dispositions of a transformational school leader while providing practical opportunities to develop cultural consciousness and ethical best practices.

Successful university principal preparation programs provide a well-designed and supervised internship inclusive of practical experiences (Darling-Hammond, et al., 2010). The internship should prepare building leaders to develop and implement leadership skills, experience processes of success and failure, and to reflectively consider ways to work with school communities/stakeholders and processes beyond the preparation program.

Diversity and competence in culture in leadership are needed. Changing demographics have a profound impact on student achievement and school processes. School leaders in the 21st century must engage families and the community. The skills needed for this include providing inclusive, reflective, and engaging leadership under which transformative work can occur in collaboration with teachers, students and families. This transformative work includes building trust, engaging personal culture, confronting issues of inequity, and engaging the entire school community (Darling-Hammond, Meyerson, LaPointe, & Orr, 2010).

References:

- Anast-May, L., Buckner, B., & Greer, G. (2011). Redesigning principal internships: Practicing principals' perspectives. *The International Journal of Educational Leadership Preparation*, 6(1), 1-7.
- Branch, G.F., Hanushek, E.A., Rivkin, S.G. (2012). *Estimating the effect of leaders on public sector productivity: The case for school principals*. NBER Working Paper 17803.
- Bureau of Labor Statistics. Elementary, Middle, and High School Principals. Retrieved from <http://www.bls.gov/ooh/management/elementary-middle-and-high-school-principals.htm>
- Darling-Hammond L., Meyerson D., LaPointe M., Orr M. (2010). *Preparing principals for a changing world*. San Francisco: Jossey-Bass.
- EdFuel. (2014). *Map the gap: Confronting the leadership talent gap in the new urban education ecosystem*. Retrieved from <http://edfuel.org/wp-content/uploads/2015/04/EdFuel-Map-the-Gap-final-report-29Apr2014.pdf>
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.

New Leaders. (2009). Retrieved from <http://www.newleaders.org/new-report-shows-crucial-impact-of-principals-on-student-achievement/>.

Rice, J. K. (2010). *Principal effectiveness and leadership in an era of accountability: What research says*. Center for Analysis of Longitudinal Data in Educational Research.

U.S. Dept. of Education. *National Center for Education Statistics, Schools and Staffing Survey, 2007-2008*

Standard 2: Curriculum

2.1 Matrix Aligning Program to Appropriate Educator standards

See separate document

2.2 Syllabi for Required Courses

See separate documents for specific syllabus information.

Areas of Instruction and Assessed	Courses (EDUC prefix)
Assessment	729, 737, 734A, 734B
Use of Technology to Impact P-12 Student Learning	730, 737, 733, 734A, 734B
Cultural Competency	729, 737, 733, 734 A, 734B
Scientifically Based Reading Instruction (SBRI)	732, 729, 730, 737, 733, 734A, 734B

Standard 3: Clinical and Field Based Experiences

3.1 Location and Learner Contract

The practicum for our ethical building leader candidates will begin in their first course and continue throughout the entirety of the program. The program is designed so the candidate will have an entire school year to experience the practicum and will be exposed to building leader responsibilities and activities that happen at different times through the school year. An example of why we believe this to be important is if the candidate were only in the practicum for the first semester of a school year they would most likely not be able to experience building a

master schedule because that activity usually takes place in the second semester. There are many activities that are time sensitive and we want to be sure that not only the knowledge is shared and the dispositions examined, but also the skills are actively honed.

Each candidate will be responsible to complete a minimum number of specific actions and then they will prepare a submission that will address the specific activity and the standards and elements they covered in the activity. The requirements for each submission can be seen in the course syllabus, but are listed here as well;

- a. Explanation of the activity (one to two pages of narrative)
- b. The standards and elements that were addressed (one page)
- c. Evidence documents of what specifically took place in the activity (one to three)
- d. A metacognitive reflection of the impact on the candidate's ability to lead effectively (one to three pages)

These submissions will be assessed by both the university supervisor and the candidate's mentor and must meet a minimum standard to be approved for credit for the assignment. Rubrics will be provided for the submissions.

A time and activity log will be kept by each candidate during the entire practicum experience and will be submitted each Friday to both the mentor and the university supervisor. A minimum of 50 to 75 hours of log activity must be submitted for each component of the practicum. The practicum will be broken into six separate parts with parts one through five occurring during the five core courses and the remaining hour to be the last submission and culminating activities for program completion. The six parts will be awarded one hour of course credit equating to two courses of 3 course credit hours each and entitled Practicum I and II. Candidates will have experiences tied to coursework in the other developmental level from their main clinical experiences. For example, if the mentor is in the 7-12 grade level, the candidate will complete some clinical experience time in grades K-6 as well and vice versa.

3.2 Supervision

During the duration of the practicum experience in the ethical building leader program at Olivet there will be two individuals working closely with each candidate in a direct manner. There will be a university supervisor who will either be a full time faculty member or an adjunct faculty member. The person assigned will follow the candidate through the entire practicum experience. The practicum will consist of six credit hours and as stated before will run concurrently with core courses. The university supervisor will be required to have been a building leader and if an adjunct and presently employed by a school corporation in a leadership

role, will have to demonstrate the flexibility to visit all candidates at least once per semester on site.

Each candidate will also be assigned a mentor building leader with whom to work. It will be encouraged that the assigned mentor be the building leader in the school where the candidate is employed and if this is not the case special permission for a mentor not in the candidate's school must be approved by the university supervisor. The mentors in this program will receive a stipend each semester for their work with the candidate. They will be expected to interact with the university supervisor, assess the activity archives submitted and assign specific experiences where they see the candidate needing additional experience. The mentor will be expected to meet periodically one on one with the candidate and will interact with the university supervisor in person once per semester and periodically as needed throughout the entirety of the practicum.

Both formative and summative assessments will be required through the practicum. An example of formative assessment will be any one of the specific experience activities the candidate must complete and the follow up conversation with the mentor and candidate with the outcomes of the experience and steps needed to be sure the standards and elements listed by the candidate were either introduced, reinforced, or mastered. Both the university supervisor and the mentor will assess each activity archive submitted after the experience as well as the candidate self-assessing. This should provide inter rater reliability that the standards and elements addressed were done so at an acceptable level and be a summative type assessment once all requirements for the activity have been met.

At the end of each semester the university supervisor and mentor will be assessed to be assured the candidate is experiencing a practicum that meets the level of excellence the program mandates and sufficient progress is being made. The syllabus notes the number of activity archives that must be completed each semester to be considered adequate progress.

3.3 Candidate Impact on Student Learning

Candidates in the program will understand how to take assessment and feedback provided on their coursework assignments and clinical experience performance and develop strategies to implement changes to their professional practice in schools. Faculty instruction and feedback of coursework, as well as evaluations completed by supervisors in clinical experience practicums, will help shape candidates' self-assessment skills so they can make appropriate changes to their teaching pedagogy.

Candidates complete a pre-course and post-course survey in each course. This survey asks students to set goals for each course (pre-course) and then assess their progress and attainment of those goals (post-course survey) at the end of each course. This encourages candidates to be proactive about their learning, especially as they set goals for each course—including courses that have clinical experience hours—so that their real-world application of the course content material is relevant to their local district and student needs.

In addition to a pre-course and post-course survey, students complete a midpoint evaluation of the course, faculty instruction, and assessment of their learning so far in the course. This data helps identify candidates' concerns about their academic progress, and how they are using the assessment and feedback provided by the faculty instructor and/or cooperating supervisor (for clinical experiences) to analyze and develop strategies that incorporate assessment into professional practices.

Candidates must also be able to assess their impact on student learning. During clinical experiences, candidates will be evaluated by their clinical experiences mentor on their ability to plan, implement, lead, and assess building leader processes and procedures according to the standards.

3.4 Diversity and Grade Level Coverage

It is imperative in the ethical building leader program all candidates are exposed to the different levels of leadership for which they will be licensed. A shortcoming of many programs is that the experiences the candidates have are primarily at the level where they currently teach. Although many will most likely be serving as leader at these levels, their license will be all encompassing and therefore we feel it necessary to make sure the candidates have a diverse practicum experience. As the syllabi are examined it will be very clear the experiences, activities and assignments will assure the candidates are exposed to all levels of a school. Some specific examples of these experiences are;

- a. Personal interviews with building leaders of all levels
- b. Shadowing principals at each level each semester
- c. Curriculum assessment
- d. Attendance at principal meetings

Candidates will also have diverse experiences dealing with parents, teachers and support staff.

During the practicum experiences are designed for the future leader to be exposed to and learn about the responsibilities of all classification of employees that will fall under their leadership role. To do this they will not just be required to interview, but will be required to shadow each classification to obtain a better understanding of the responsibilities of each group of stakeholders.

Because the ethical building leader will be interacting with many groups of stakeholders; activities, assignments and text readings will prepare them for meeting the needs of all these diverse groups. There are activities designed for the candidate to assess, design and complete collaborative sessions with a variety of parent groups, fellow administrators, community groups and all classifications of school staff. There are also activities designed to examine data in the candidate's school for the purpose of making sure all students (see NCATE definition) are treated fairly and with respect. Once the data has been examined the candidate along with the mentor and perhaps the university supervisor will propose any changes that may need to be instituted.

Standard 4: Evaluation

4.1 Unit Assessment System program evaluation

The Unit's Conceptual Framework (strands of *Foundations, Professionalism, Curriculum/Instruction/Evaluation, and Christ-Centered Character*) is the basis for the assessment system for initial and advanced programs. All key program assessments are aligned to the Unit's Conceptual Framework, including portfolios (where applicable), course and program surveys, and the transition point assessments. The Unit Assessment Plan provides continuous assessment and evaluation of candidate performance, quality of instruction, and quality programs at multiple points and using multiple assessments from both internal and external sources. The process of assessment contains decision points for candidate performance, and regular and systematized decision points for quality of instruction and program. The process of assessment involves the Educator Preparation Provider (EPP)/Unit membership of University stakeholders, faculty, licensure advisors, administrators, and the School of Graduate and Continuing Studies Assessment Team. The Plan is designed to collect and analyze data to determine necessary restructuring or revisions.

The assessment of advanced candidates is differentiated by program, allowing for program-specific assessments that meet specific state and national standards/criteria. The following is a generalized description of the common assessments for each level. The full transition point descriptions for each advanced program are to be published in the University catalog. The EPP/Unit meets annually to review data related to program surveys from faculty and students. Academic entities such as program directors and deans meet monthly to review data from operational teams including student success, enrollment, and faculty scheduling.

Level I- Admission to Teacher Education Program

- 2 years of teaching experience
- Current state issued teaching certificate
- Minimum 2.5 GPA
- Undergraduate degree transcript
- Written administrative agreement

Level II – Entry to Clinical Practice

- Successful completion of specific program courses/requirements
- Transition Point Assessment/Course Key Assessments

Level III- Exit from Clinical Practice

- Successful completion of further specific program courses/requirements
- Transition Point Assessment/ Course Key Assessments

Level IV- Program Completion

- Successfully complete the program, including clinical experiences, with a 3.0 or better GPA
- Successfully pass all required Key Assessments (defined by program; usually requires at least a 3 on a 4-point scale rubric).
- Successfully passed state required content exams (for licensure, not program completion)

Level V- After Program Completion

- Alumni Survey
- Employer Survey

Assessments and Timeline of Data Review:

Chronologically:

Student Satisfaction Survey – Administered within a month of the student beginning the program

End-of-Course Evaluation – Administered after every course for *students* to evaluate course content, technology used, and the instructor.

Faculty End-of-Course Evaluation – Administered after every course for *faculty* to evaluate course content and technology.

Midpoint Evaluation – Administered halfway through the program and aligned with Conceptual Framework

End of Program Evaluation – Administered at the end of the program, very similar to Midpoint, and used to gauge improvement.

Alumni Survey – Administered 1, 3, and 5 years post-graduation to follow up on student achievements and job placement.

Employer Survey – Administered to employers following permission from Alumni Survey respondents IF they provide correct contact information for their employers.

Periodically and varies by program:

Course Content Assessments – Administered as pre- and post-evaluations of candidate learning (see Appendices C and D).

Key Assessments – Administered in specific courses as outlined in the curriculum map. The instructor is asked to fill out results of the data as the assignment takes place and return it to the Assessment Team

Professional Dispositions Assessment (PDA) – Lives in the LMS, students and faculty fill out a form in appropriate courses and return them to the Assessment Team

Time Logs – Collected as students complete clinical experiences in their programs.

State Test Scores – Collected via reports from the state. They are entered as they come through and are used to keep track of students' scores and credentialing/licensure eligibility.

All of this is databased and reported on to stakeholders in a timely manner.

The Educator Preparation Provider (EPP)/Unit meets annually to review the data results and analyze programmatic shortcomings, student learning outcomes, and potential improvements to the data collection and reporting process. The Assessment Team and Department of Graduate Programs in Education faculty review data on an ongoing basis.

4.2 Evaluation of Student Teaching

The clinical experiences for this program include a two-part practicum experience throughout all core courses of the program of study. A minimum of 50 to 75 hours of log activity must be submitted for each component of the practicum. The practicum will be broken into six separate parts with parts one through five occurring during the five core courses and the remaining hour to be the last submission and culminating activities for program completion. The six parts will be awarded one hour of course credit and the core course will be awarded three hours of credit. Key assessments, pre- and post-surveys, professional disposition assessments, clinical experiences logs, and reflective assignments will comprise a variety of evaluations from both course instructors and building/clinical experience mentors.

Standard 5: Governance

5.1 Governance

The School of Graduate and Continuing Studies at Olivet Nazarene University is where the Department of Graduate Programs in Education is situated. The Department of Graduate Programs in Education is led by a Director who oversees all programming, faculty (fulltime, affiliate, and adjunct; HLC-compliant qualifications), reporting, curriculum writing, strategic initiatives and ongoing delivery of the programs to students. There is a Coordinator of Bilingual and ESL/ELL programs who specifically manages the curricular content, alignment, and key assessment data for the programs. The Director and Coordinator are members of the Program Director/Coordinator Council and the EPP/Unit meetings combined with the School of Education. The Director is a member of the Graduate Affairs Council which is responsible for all academic and curricular decisions made in the School of Graduate and Continuing Studies. In collaboration with a variety of teams, the Director of Graduate Programs and three academic deans oversee the quality of the programming and ensure resources need to support the program are provided. The three academic deans include: Dean of the School of Education,

Dean of Academic Strategies (School of Graduate and Continuing Studies), and Dean of Assessment and Accreditation.

The Marketing and Enrollment teams market the programs to students while the enrollment team members discuss program requirements, financial considerations, document submission requirements, and enrollment to Olivet Nazarene University programs.

Once admitted, the Student Success team works with candidates for scheduling and orientation as well as staying available to students throughout the program. The Student Success team intercepts all candidate issues including, but not limited to, course complaints, grade and policy appeals, scheduling concerns, and academic advising.

The Director of Academic Assistance and Disabilities Compliance oversees the resources needed by students and faculty regarding remediation, writing lab, academic success tools, ADA requirements and accommodations tools, and student portal pages to communicate vital resources for all programs.

The Assessment Team works with all program assessment data including clinical experiences, dispositions, key assessments, surveys, and state testing results.

The Faculty Development and Support team provide professional development opportunities for faculty, provide collaborative and informative faculty days for all stakeholders, and assist faculty with all of their needs from policies, grading, learning management system training, and hiring processes. The Faculty Development and Support team review credentials for faculty ensuring compliance with accrediting bodies and schedule faculty to courses online and onsite according to enrollment and credentialing needs.

The Financial Solutions team works with candidates to explain and help implement the benefits of financial aid and its policies.

The Licensure office housed in the School of Education provides transcript reviews for endorsements, certifications, licensure, professional development growth points, and testing requirements and results.

The Curriculum team manages the learning management system, provides project management for course writing and revision, ensures the appropriate pedagogical and andragogical principles are being applied to course content, and implements ongoing editing and technical assistance. The Curriculum team also works with instructional design, course quality, textbook, media, and other resource materials for permissions and access in Olivet Nazarene University courses.

The Benner Library provides online and on campus resources for candidates regarding scholarly research, journal access, and APA formatting resources. Each content area of the University is assigned a media specialist with whom course writers, candidates, and faculty can work and collaborate for appropriate materials in courses considering developmental, academic, and scholarly needs.

The Executive Team reviews all strategic initiatives for the University ensuring proper budgeting, business planning, and resourcing for candidate success.

The Graduate Affairs Council, comprised of all academic departments represented in the school of Graduate and Continuing Studies (SGCS), reviews all learning outcomes, assessments, catalog information and academic policies affecting the instruction and learning of SGCS programs.

Standard 6: Schedule

6.1 Projected implementation

After the proposal for the new program is approved at the state level, it will go through the appropriate University academic review processes as to be inserted into the academic catalog and marketing and recruitment processes.

Program packets are created for candidates to review and to have all required admissions materials available to them.

Scheduling of cohort calendars, locations, and for faculty take place when preliminary cohort groups are planned by the Enrollment team.

Successful completion of the ONU Ethical Building Leadership (EBL) core program of study and accompanying licensing requirements results in the candidate being recommended to the Indiana Department of Education's Office of Educational Licensing and Development (OELD) for an Indiana Building Level Administrator's (P-12) license. Applicants who seek administrative licensure in states other than Indiana bear the responsibility to determine whether completion of the Ethical Building Leadership program will meet the academic and assessment requirements of the state in which licensure is sought.

Admissions criteria:

In addition to the General Admissions Requirements, the applicant must:

- Submit a copy of a current teaching license.
- Submit an official copy of an undergraduate degree transcript from a regionally accredited college or university clearly indicating a minimum GPA of 2.5. For those applicants only interested in the core program of study, a master's degree in education from a college or university accredited by a regional accrediting body must be verified on official transcripts sent directly to Olivet Nazarene University.
- Submit a written School Administrator Agreement verifying current employment in or access to a P-12 school setting, at least two years of consecutive teaching or school counseling, and consent to host the practicums/research projects/clinical experience-creative project in the school. The agreement should also provide consent to mentor (or provide a mentor) for the clinical experiences of the program.
- Submit a letter of recommendation from a school leader (superintendent, principal, or assistant principal) who are qualified to judge the applicant's knowledge, skills, and dispositions in relation to pursuing a P-12 Building Level Administrator license.
- For those programs that lead to licensure, applicants must submit evidence of passing the State-required basic skills exam. In Indiana, this is Core Academic Skills Assessment (CASA) with three subtests in reading, mathematics, and writing, or an equivalent exam.

Program Completion/Licensure requirements:

- Take and pass State-required pedagogy and content exams. In Indiana, this includes the Indiana CORE Assessments for Building Level Administrator. The content exam is the (039) School Administrator-Building Level for the Building Level Administrator P-12 license.

Olivet Nazarene University Ethical Building Leadership Program Proposal

- Must complete approved educator preparation program (Ethical Building Leadership at Olivet Nazarene University/ONU Global core program of study qualifies).
- All master’s degree candidates must have a grade point average of 3.0 or higher.

Graduation criteria:

- **Grade Point Requirements:** All master’s degree candidates must have a grade point average of 3.0 or higher. All doctoral candidates must have a cumulative grade point average of 3.0 or higher.
- **Thesis/Scholarly Paper:** Where appropriate, the candidate submits copies of a thesis or other scholarly paper meeting standards outlined in “Guidelines for Preparation of Thesis” or “Other Scholarly Option Paper” (available in the School of Graduate and Continuing Studies office). This paper is submitted after any required written or oral examination relative to the thesis or other scholarly paper is complete. The deadline for submission is December 15 for January conferral of degree, April 15 for May conferral of degree, and August 1 for August conferral of degree. Theses must be on file in the School of Graduate and Continuing Studies office with a minimum grade of B-, unless otherwise stated.
- Degree candidates are required to file an “Intent to Graduate” form, which is provided to prospective graduates by the program specialist. This form must be received at least two months prior to the expected date of graduation for January and May conferrals, and six months before August conferral.
- Payment of all tuition and fees (including graduation fee).

Sample program schedule:

Course(s)	Credit hours	Dates of online or onsite meetings (online by the week; onsite is a 4 clock hour course night and online supplemental time)	Breaks/Modifications to Schedule	Clinical Experiences
EDUC 732: <i>Ethical Leadership Theory and Application</i>	3 1 of 3	10/3 10/10 10/17 10/24 10/31 11/7 11/14 11/28	Thanksgiving 11/21/16	EDUC 734A: <i>Practicum in School Improvement Leadership I</i> <i>Topic A Seminar</i>

Olivet Nazarene University Ethical Building Leadership Program Proposal

EDUC 729: <i>School Law and Ethics</i>	3 1 of 3	12/5 12/12 1/2/2017 1/9 1/16 1/23 1/30 2/6	Christmas Break 12/19/16 and 12/26/16	EDUC 734A: <i>Practicum in School Improvement Leadership I</i> <i>Topic B Seminar</i>
EDUC 730: <i>School Finance and Operations</i>	3 1 of 3	2/13 2/20 2/27 3/6 3/13 3/20 3/27 4/3		EDUC 734A: <i>Practicum in School Improvement Leadership I</i> <i>Topic C Seminar</i>
EDUC 737: <i>Cultivating Student Achievement</i>	3 1 of 3	4/10 4/17 4/24 5/1 5/8 5/15 5/22 5/29		EDUC 734B: <i>Practicum in School Improvement Leadership II</i> <i>Topic D Seminar</i>
EDUC 733: <i>Collaboration with the School Community</i>	3 2 of 3	7/10 7/17 7/24 7/31 8/7 8/14 8/21 8/28		EDUC 734B: <i>Practicum in School Improvement Leadership II</i> <i>Topic E Seminar</i>
EDUC 607 <i>Educational Research</i>	3	9/4 9/11 9/18 9/25 10/2 10/16 10/23 10/30	Thanksgiving break 11/27/16; Christmas break 12/18/17 and 12/25/16	
EDUC 646 <i>Applied Learning Theory</i>	4	11/6 11/13 11/27 12/4 12/11 1/2 1/8 1/15	1/2/16 on TUESDAY due to Holiday	
EDUC 616 <i>Understanding Today's Children</i>	3	1/22 1/29 2/5 2/12 2/19 2/26 3/5 3/12		
EDUC 696 <i>Creative Project/Practicum</i>	4	3/19 3/26 4/2 4/9 4/16 4/23 4/30 5/7 5/14		
This sample schedule is designed to start October 2016 and candidates would complete all requirements for AUGUST 2018 degree conferral.				

Anticipated census:

In the former Olivet Nazarene University School Improvement Leadership program for Illinois building principal licensure, the census was ongoing and steady. For example, 105 candidates successfully completed the program and graduated in fiscal year 2014. The average cohort size for the program was 14 candidates. A strength of the ONU strategy for candidate enrollment includes strong partnerships with school systems and organizations. Currently, approximately 90-100% of Illinois candidates are enrolled in the Master of Arts in Education or licensure programs due to ONU-school district partnerships.

The census projected for Indiana programs includes current trends in ONU's recruitment and enrollment strategies, needs assessment, and available faculty and location resources. For a Fall 2016 new program start, the projected enrollment of the first EBL program cohort would be ten candidates with the expectation of adding new cohort starts monthly, or as is done for similar, Illinois-approved programs, an anticipated 1-2 cohort starts per quarter.

Appendix A

Diversity Activity Assignment: EDUC 737

Criteria	50-40 Points	39-30Points	29-24- Points	23-0 Points
Analysis	The candidate demonstrates effective data gathering strategy and identifies a minimum of three diverse groups within the school to assess and categorize and includes actual data.	The candidate demonstrates a data gathering strategy and identifies at least one diverse group with the school and includes the actual data.	The candidate data gathering strategy is suspect and no specific group(s)within the school are identified and little data is included.	Candidate showed no proficiency in data gathering and analysis lacks any clarity or specificity
Criteria	20-15 Points	14-10 Points	9-5 Points	4-0 Points
Standards	The candidate has verified all standards and elements in both Indiana state and ELCC and has demonstrated on the analysis where they were addressed	The candidate has verified all state and ELCC standards and elements addressed in the activity.	The candidate has verified both state or ELCC standards and elements addressed in the activity.	Candidate has verified state and ELCC standards but no elements. .
Criteria	30-25 Points	24-20 Points	19-15 Points	14-0 Points
Application	The candidate was specific and developed and designed a process to address at least two issues identified in the analysis.	The candidate developed and designed a process to address at least one issue identified in the analysis.	The candidate identified at least one issue in the analysis but did not design a process for improvement.	The candidates did not clearly identify any issues in the analysis.
			Total Points	/100

Appendix B

EDUC 729 School Law Assignment

Criteria	80-60 Points	59-40Points	39-25- Points	24-0 Points
Analysis	The candidate identifies a current school corporation litigation presently occurring and carefully analyzes the case based on knowledge and present case law. A minimum of 5 to 7 case law citations must be included and a plan formulated to successful outcome for the school is designed.	The candidate identifies a current school corporation litigation presently occurring and carefully analyzes the case based on knowledge and present case law. A minimum of 3 to 5 case law citations must be included and a plan formulated for the school.	The candidate identifies school corporation litigation and carefully analyzes the case based on knowledge and present case law. Current law citations must be included and a plan formulated.	The candidate identifies school corporation litigation and carefully analyzes the case based on knowledge and present case law.
Criteria	20-15 Points	14-10 Points	9-5 Points	4-0 Points
Standards	The candidate has verified all standards and elements in both Indiana state and ELCC and has demonstrated in the project where they were addressed.	The candidate has verified all state and ELCC standards and elements addressed in the activity.	The candidate has verified both state or ELCC standards and elements addressed in the activity.	Candidate has verified state and ELCC standards but no elements.
				/100

Appendix C

Practicum in Ethical Building Leadership I *Host Mentor's Assessment Form*

CONFIDENTIAL REPORT: Practicum In School Improvement Leadership

To: The Practicum Supervisor From: The Host Mentor

Name of Practicum Candidate: _____

Practicum Site/School: _____

This on-the-job experience requires a minimum of ____ clock hours of activities by the candidate under the supervision of a practicing school administrator. As the host administrator, please assess the extent to which your practicum candidate has exhibited the competencies listed below by circling one of the numbers on this assessment sheet: Rating Scale: 4=Excellent, 3=Above Average, 2=Satisfactory, 1=Unsatisfactory. A candidate **must** score a minimum of **25 total points** to pass the practicum experience.

<u>The candidate ...</u>		<u>Circle a point value</u>
1.	Presents a modeling behavior consistent with the schools mission, values, and goals.	1 2 3 4
2.	Exhibits pro-active leadership and good group-processing skills, providing direction and stimulation for self and/or others to create changes and achieve goals.	1 2 3 4
3.	Exhibits effective problem-solving skills in order to make decisions confidently.	1 2 3 4
4.	Exhibits strong interpersonal skills, showing sensitivity to others by communicating and cooperating with everyone to achieve excellence.	1 2 3 4
5.	Gathers and analyzes background information (pro/con) from a variety of sources to formulate ideas and possible courses of future action to accomplish organizational goals.	1 2 3 4
6.	Plans, schedules, and monitors delegated or assigned work of others, providing adequate and timely feedback for their improvement or commendation.	1 2 3 4
7.	Clearly presents ideas, in both written and oral communication, in an open, genuine, and non-threatening manner. Written communication is clear, concise, properly structured and grammatically correct.	1 2 3 4
8.	Motivates others by planning and encouraging participation, providing coaching, guidance, or correction for performance that needs improvement; serves as a role model.	1 2 3 4

Total Points Awarded

0

9. Please note practicum candidate's areas of strength or suggested areas for further growth (if necessary, use the back side or attach an additional sheet):

Host Administrator's Signature: _____ Date: _____

Appendix D

Key Assessments Proposed are as follows;

- 1.** 734B- School Safety Activity (Assignment) Indiana Standard 6.5, ELCC 3.3
- 2.** 734A-Shadowing Experiences; Indiana Standard 6.3, ELCC 2.3
- 3.** 737-Analysis of Discipline Data; Indiana Standard 5.4, ELCC 5.3
- 4.** 733-Analysis and Plan for Community Relations; Indiana Standard 4.5, ELCC 4.1
- 5.** 734A- Vision, Mission, Goals, Objectives; Indiana Standard 2.1, ELCC 1.1

Appendix E

Ethical Building Leadership (EBL) Core Program of Study

EDUC 732: Ethical Leadership Theory and Application.	3
EDUC 729: School Law and Ethics	3
EDUC 730: School Finance and Operations	3
EDUC 737: Cultivating Student Achievement	3
EDUC 733: Collaboration with the School Community	3
EDUC 734A: Practicum in Ethical Building Leadership I	3
EDUC 734B: Practicum in School Improvement Leadership II	3

21 hours

Courses needed to complete the Masters of Arts in Education:

EDUC 607 – Educational Research: Principles and Practices	3
EDUC 616 – Understanding Today’s Children	3
EDUC 646 – Applied Learning Theory	4
EDUC 696 – Creative Project/Practicum	4

35 hours total

511 IAC 13-1-1 Approval of teacher preparation programs

Authority: [IC 20-28-2-6](#)

Affected: [IC 4-21.5](#); [IC 20-28-9-2](#)

Sec. 1. (a) An accredited teacher preparation program means an organization recognized by the board to prepare educators to meet requirements for licensure.

(b) To be accredited by the board, a teacher preparation program shall do the following:

- (1) Have at least one (1) approved licensure program.
- (2) Develop an assessment system under section 2 of this rule that includes all approved licensure programs.
- (3) Require program applicants, as a condition of acceptance to the program, to obtain at least a minimum acceptable score on an assessment established under [511 IAC 15-7-2](#) that demonstrates proficiency in basic reading, writing, and mathematics or an alternative as approved by the board and published by the department.
- (4) Provide current information to the department on the:
 - (A) name;
 - (B) mailing address;
 - (C) electronic mail address;
 - (D) telephone number; and
 - (E) facsimile number;of the supervisor of the teacher preparation program.
- (5) Provide an annual state report to the department.
- (6) Meet the following standards for programs:
 - (A) Professional standards for the accreditation of schools, colleges, and departments of education of the National Council for Accreditation of Teacher Education (NCATE) Chapter 2 of NCATE's Professional Standards for the Accreditation of Schools, Colleges and Departments of Education, January 2002 edition, is hereby incorporated by reference. Copies of this publication may be obtained by writing to the National Council for Accreditation of Teacher Education, 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C. 20036-1023. Copies may also be obtained from the Office of Educator Licensing and Development, 115 West Washington Street, South Tower, Suite 600, Indianapolis, Indiana 46204.
 - (B) Model standards for beginning teacher licensing and of the Interstate New Teacher Assessment and Support Consortium (INTASC). The draft standards section of the Model Standards for Beginning Teaching Licensing and Developments: A Resource for State Dialogue as developed by the Interstate New Teacher Assessment and Support Consortium, 1992 edition, are hereby incorporated by reference. Copies of this publication may be obtained by writing to Interstate New Teacher Assessment and Support Consortium, Council of Chief State School Officers, One Massachusetts Avenue NW, Suite 700, Washington, D.C. 20001-1431. Copies may also be obtained from the Office of Educator Licensing and Development, 151 West Ohio Street, Indianapolis, Indiana 46204.

(c) An approved licensure program shall prepare students to meet REPA teacher developmental and content standards under at least one (1) of the following:

- (1) A major or content area under [511 IAC 15-1-2](#) or [511 IAC 15-4-2](#).
- (2) A major or content area under [511 IAC 15-2-2](#), [511 IAC 15-3-2](#), or [511 IAC 15-5-2](#). If the major is offered by a teacher training institution, the major must meet or exceed the content requirements of any other major offered by the institution for higher education for that content area.
- (3) A minor or concentration under [511 IAC 15-1-2](#), [511 IAC 15-2-2](#), [511 IAC 15-3-2](#), [511 IAC 15-4-2](#), or [511 IAC 15-5-2](#). If the minor is offered by a teacher training institution, the minor must meet or exceed the content requirements of any other minor offered by the institution for higher education for that content area.
- (4) The requirements for an administrative license under:
 - (A) building level administration;
 - (B) district administrator: superintendent;
 - (C) district administrator: director of career and technical education;
 - (D) district administrator: director of curriculum and instruction; or
 - (E) district administrator: director of exceptional needs.
- (5) The requirements for a school services license under:

-
- (A) school counselor;
 - (B) school nurse;
 - (C) school social worker; or
 - (D) school psychologist.
- (6) A master of arts in teaching for a content area.

(d) The department will review and make the recommendation to the board regarding the status of all newly proposed licensing programs and reviews of existing licensure programs applying for approved status.

(e) When determining whether an administrator preparation program should be approved, the board shall consider whether the program meets current educator [standards for 511 IAC 15-6-28](#) and covers the following topics:

- (1) Human capital management.
- (2) Instructional leadership including evaluating instructional staff.
- (3) Behavior that sets the tone for all student and adult relationships in the school.
- (4) Culture of achievement aligned to the school's vision of success for every student.
- (5) Using data to attain student achievement goals.
- (6) Using technological tools and systems to support effective management of the organization.
- (7) Financial management including building-level budgeting.
- (8) School safety and emergency preparedness.
- (9) Rights and responsibilities of students, families, and school staff.

(f) The department shall assist teacher preparation programs in developing quality licensure programs for preparing educators.

(g) The department may reevaluate the status of an approved teacher preparation program or licensure program at any time. The department shall provide written notice of reevaluation to the approved teacher preparation program or licensure program. The board will make the final determination of the accreditation status of the teacher preparation program. Status will be determined on a cycle established by the department. The department will annually review and update status of all approved teacher preparation programs located in the state.

(h) If the department reevaluates the approved licensure program and determines that the approved licensure program does not meet the requirements of this rule, the department may recommend to the board that approval be rescinded. Any rescission by the board shall be governed by the [Administrative Orders and Procedures Act \(IC 4-21.5\)](#).

(i) The board may revoke state accreditation for a teacher preparation program upon recommendation of the department and a revocation proceeding governed by the [Administrative Orders and Procedures Act \(IC 4-21.5\)](#).

(j) The board shall make the final determination on the approval of revisions to and adoption of teacher content and developmental standards.

(Indiana State Board of Education; [511 IAC 13-1-1](#); filed Nov 18, 2014, 3:51 p.m.: [20141217-IR-511130399FRA](#))