

Bahir Dar University (BDU)

Minutes of the Coordinating Committee for MESC

Date: 12 Oct., 2007

Time: 1:30 A.M.

Venue: Conference Room

Participants:

1. Dr. Ward Weldon
2. Dr. Abiy Yigzaw
3. Ato Adane Tesera

Agenda

1. Course code for the new and combined courses
2. Sequencing of courses
3. Course description

Discussion and decisions

1. Course code for the new and combined courses

Assignment is given to coordinating committee members at BDU to offer course codes to new and combined courses in accordance to the tradition of coding in the University.

2. Sequencing of courses (Course breakdown)

The course offering program in the four academic semesters, the credit hours, and course codes for the courses are as follows.

Year I, Semester I

No.	Course Title	Cr. hrs	Course code	Prerequisite
1	Educational Leadership and Supervision	4	Edpm. 551	
2	History and Philosophy of Education	2	?	
3	Curriculum	3	?	
	TOTAL	9		

Year I, Semester II

No.	Course Title	Cr. hrs	Course code	Prerequisite
1	Human Resources Management	3	Edpm.561 ?	
2	Financial and Physical Resources Management	3	Epdm 531?	
3	Educational Psychology	2	?	
	TOTAL	8		

Year II, Semester I

No.	Course Title	Cr. hrs	Course code	Prerequisite
1	School Social Work and Community Relations	4	Edpm. 541	
2	Policy and Management of Change in Education	2	Epdm 562?	
3	Research Methods	3	?	
	TOTAL	9		

Year II, Semester II

No.	Course Title	Cr. hrs	Course code	Prerequisite
	Internship and Thesis Report Presentation	6	Edpm. 642	Research Methods
	TOTAL	8		

3. Course description

Course descriptions are available for some of the courses in the April 2006 document. New or additional contents are suggested below so that they can be included in the final draft of the course descriptions.

1. Educational Leadership and Supervision

The contents of this course include roles and functions of management, early and current theories of management, productive methods such as observation for instructional improvement, lesson and unit planning, staff participation in plans for instructional improvement, supervisory techniques such as site-based decision-making, coaching; clinical supervision and ethical and legal issues.

2. History and Philosophy of Education

This course examines the aims of education in historical and philosophical context. Details include character development, economic productivity, social justice (functions of education), individual intellectual development, improved functioning of social and governmental groups, achievement of the joy of learning, historical periods in which various aims were given priority (identified); major works of philosophers such as John Dewey, Alfred Whitehead, and van Cleave Moris; and classical (early) theories.

3. Curriculum

This course addresses the question of what knowledge is important enough to be included in the courses of this program. Three kinds of knowledge are identified: cognitive, psychomotor and affective. Special attention is given to the contrast between general studies and specialized learning techniques for individualized learning; overlapping topics between curriculum and instruction. Attention is also given to evaluation of students.

4. Human Resources Management

In addition to the course contents in the April 2006 document, the content of this course includes evaluation of staff, induction and orientation of teachers, on-going professional development and interpersonal relations.

5. Financial and Physical Resources Management

It is suggested that the first sentence of the course description in the April 2006 document be improved as: *This course acquaints learners with some of the*

*accounting technicalities intended to help principals manage their finances **and make the budget transparent (understandable).***

6. Educational Psychology

In this course theories of learning are considered with special attention given to developmental stages of the learner. (*Contents of this course will be given in detail in consultation with the field experts*).

7. School Social Work and Community Relations

In this course attention will be given to the role of school directors in serving students with special needs, building partnership relations with various individuals and groups in the community, school stakeholders (such as parents, future employers, higher education, youth serving non-governmental organizations) . Special attention will be given to community participation in school governance for increased achievement of students, and mobilization of resources.

8. Policy and Management of Change in Education

In addition to the course description in the April 2006 document, this course focuses on identifying and overcoming resistance to change, strategies for change, demonstration and pilot studies, theories of planned educational change (that includes the process of change, change agent, user system, time dimension).

9. Research Methods

It is suggested that contents such as ***communicating and dissemination of research findings*** and ***critical analysis of research*** be included in the April 2006 course description.

10. Internship and Thesis Report Presentation

Internship will be carried out in a school leadership setting that provides the candidate to participate in a wide range of roles and responsibilities of school directors. This a course that allows the application of concepts and theories learned

in this program. (*The description given about the THESIS in the April 2006 document is adequate*).

The way forward

- Course coding
- Finalizing course description (including objectives of courses)
- BDU Senate approval
- Fixing dates for announcement, application, entrance examination, class start and others related to student registration.
- Selection of course instructors