Eastern Illinois University
NEW/REVISED COURSE PROPOSAL FORMAT
(Approved by CAA on 9/29/11 and CGS on 10/18/11, Effective Fall 2011)

This format is to be used for all courses submitted to the Council on Academic Affairs and/or the Council on Graduate Studies.

Please check one: **_X_** New course **___** Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: ELE 5520

2. **Title (***may not exceed 30 characters, including spaces***):**   High Quality Instruction

3. **Long title, if any (***may not exceed 100 characters, including spaces***):** Supporting High Quality Instruction Across All Content Areas

4. **Class hours per week, lab hours per week, and credit [***e.g., (3-0-3)***]:** 3-0-3

5. **Term(s) to be offered:** **_X_** Fall **_X_** Spring **_X_** Summer **___** On demand

6. **Initial term of offering:** **_X_** Fall **___** Spring **___** Summer **Year:** **_2012_**

7. **Course description:**
    This course will provide a comprehensive study of research based instructional practices and explore various methods to facilitate adult learning in a school community. The following topics will be examined in the course: scientifically research based instruction across all content areas, with an emphasis on Literacy and Numeracy; Response to Intervention (RtI) including an analysis of the three tiers of intervention; types of assessment; analyzing data to drive instructional decision making; adult learning theory; various leadership roles in a school; and professional development models.

8. **Registration restrictions:**
    a. **Equivalent Courses**
        - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). N/A
        - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. **___** Yes   **_X_** No

    b. **Prerequisite(s)**
        - **Identify the prerequisite(s),** including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course. **EDL 5600 Introduction to Organization and Administration (3 hrs.)**

        - Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s). **___** Yes   **_X_** No

        If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. **Who can waive the prerequisite(s)?**
    __ No one   **X** Chair   ___ Instructor   ___ Advisor   ___ Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A

e. **Repeat status:**   **X** Course may not be repeated.

           ___ Course may be repeated once with credit.

           Please also specify the limit (if any) on hours which may be applied to a major or minor.

f. **Degree, college, major(s), level, or class** to which registration in the course is restricted, if any: **Graduate**

g. **Degree, college, major(s), level, or class** to be excluded from the course, if any: **Undergraduate**

9. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] N/A

10. **Grading methods** (check all that apply): **X** Standard letter   ___ CR/NC   ___ Audi t   ___ ABC/NC
("Standard letter"—i.e., ABCDF--is assumed to be the default grading method unless the course description indicates otherwise.)

Please check any special grading provision that applies to this course:

     ___   The grade for this course will not count in a student's grade point average.

     ___   The credit for this course will not count in hours towards graduation.

If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:

     ___   The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in _____ (insert course prefix and number).

     ___   Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in _____ (insert course prefix and number).

11. **Instructional delivery method:** (Check all that apply.)

           X lecture   ___ lab   ___ lecture/lab combined   ___ independent study/research

           ___ internship   ___ performance   ___ practicum or clinical   ___ study abroad

           ___ Internet   ___ hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

1. **List the student learning objectives of this course:**
   1. Analyze current educational initiatives in the context of the larger, historical perspective.

2. Investigate research-based "best instructional practices" in order to identify the components of comprehensive universal instruction (literacy, math, content areas & behavior).

3. Analyze how children learn in order to match instruction to both developmentally appropriate practices and individual student learning styles and needs.

4. Identify and apply critical concepts/ vocabulary and key components of Scientifically Based Research and Response to Intervention (RtI).

5. Apply Common Core Standards to local curriculum development and classroom practices.

6. Explore methods to promote relationships with families and within the community that demonstrate integral partnerships for student learning.

7. Compare and contrast types of assessments and the purpose of each.

8. Analyze student work and diagnostic assessment information to identify strengths and areas on which to focus intervention, for multiple content areas.

9. Synthesize data from multiple types of assessments to plan for and differentiate instruction.

10. Apply a research based intervention to address needs identified through formative and summative assessment.

11. Analyze data from various assessment sources to identify specific curriculum and instructional needs, and develop a school-wide professional development plan.

12. Demonstrate the ability to use technology in the management and presentation of data.

13. Research adult learning theory and investigate how it applies to teachers and their continuing professional development.

14. Construct an effective professional development plan that incorporates key characteristics of adult learning theory, collaboration, and reflection.

15. Research and compare peer coaching models (e.g., mentoring programs, critical friends groups, peer observation protocols, and professional learning communities).

a. **If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
   - **EIU graduates will write and speak effectively.**
   - **EIU graduates will think critically.**
   - **EIU graduates will function as responsible citizens.**

b. **If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**
   - **Depth of content knowledge** – Objectives 1 - 15
   - **Effective critical thinking and problem solving** – Objectives 7 - 13

- **Effective oral and written communication-** Objectives 7, 8, 10, 11, & 12
- **Advanced scholarship through research or creative activity** – Objectives 10, 11, & 12

2. **Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

Objective	Article Review	Assessment Data Analysis	Professional Development Project	Action Plan	Final Exam	In-class Projects
1					X	X
2		X	X	X	X	
3		X	X	X	X	X
4					X	X
5		X			X	X
6		X			X	X
7		X			X	X
8		X		X	X	
9		X			X	X
10	X					
11		X	X	X		
12		X		X		X
13			X		X	
14			X	X	X	X
15			X	X	X	X

3. **Explain how the instructor will determine students' grades for the course:**
   The following assignments will be evaluated for correctness of factual understanding, quality of analysis and level of detail.

In-class Projects:	10%
Article Reviews:	10%
Assessment Data Analysis	40%
Professional Development Project:	10%
Action Plan	20%
Final Exam	10%

4. **For technology-delivered and other nontraditional-delivered courses/sections, address the following:**
   N/A
   a. **Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:**
   b. **Describe how the integrity of student work will be assured:**

    c.   **Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):**

5. **For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:**
    a. **course objectives;**
    b. **projects that require application and analysis of the course content; and**
    c. **separate methods of evaluation for undergraduate and graduate students.** N/A

6. **If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix *.) N/A**

PART III: OUTLINE OF THE COURSE

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

Class Session	Topic Explored

Week 1	Review Course Requirements
	Rationale for Course
	  - Historical Perspectives & Relationships such as:
	    Response to Intervention & Research Based Practices
	    Common Core Standards & Political Perspectives
	    Instructional Leadership & Professional Development
	    New Teacher Evaluations & Emphasis on Student Learning

Week 2	It all starts with: "What" we teach
	  - Common Core Standards: history, development, exploration
	  - Define Curriculum
	  - What is "Research Based Instruction"?

Week 3	Critical Decisions about "How" we teach. Research Based Instruction: General Best Practices
	  - Gradual Release of Responsibility
	  - Student Engagement
	  - Motivation
	  - Other

Week 4	Research Based Instruction: General
	  - Learning Styles
	  - Differentiated Instruction
	Incorporating Technology into Instruction

Week 5	Research Based Instruction: Literacy - Five Areas of Reading Instruction

	- Differentiation & Gradual Release in Literacy - Independent Reading Research
Week 6	Research Based Instruction: Literacy - Time & Choice: The Workshop Model - Small Group Instruction
Week 7	Research Based Instruction: Numeracy - Best practices & beliefs about numeracy - Connection to Literacy - Problem solving
Week 8	Research Based Instruction: Content Area Literacy - Rationale - Strategies - K-12 perspectives
Week 9	Developing an assessment system - Types of assessments & purposes - Student work & portfolio assessment Using Assessment Data to Guide Instruction: Screening - finding patterns, making instructional decisions (school and classroom)
Week 10	Using Assessment Data to Guide Instruction: Diagnostic - Analysis of assessment at student level - Making adjustments to instruction
Week 11	Designing Intervention Plans & Connection to RtI - Response to Intervention - Research Based Interventions: reading and math
Week 12	Facilitating Change beyond your own classroom - Explore leadership roles in the school - Teacher leadership: rationale & research - What is a teacher leader? Qualities? Adult Learning Theory
Week 13	Models for Professional Development - Look at Student Work - Peer Coaching, Peer Observation & Mentoring - Critical Friends & PLCs
Week 14	Putting it all together - Family and Community - Action Planning based on specific need - Accessing research on best practices - Roles & Responsibilities - Problem Solving
Week 15	Course Review/Question & Answer Share Final Projects
Week 16	Share Final Projects

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
   Teachers are being held accountable for providing high quality instruction to all students, with changes to educational law and policy such as Response to Intervention, teacher evaluation, and Common Core State Standards. School administrators must seek out and nurture teachers as leaders, as they strive to increase achievement for a highly diverse student population. The course was developed at the request of the Department of Educational Leadership in order to address specific requirements within the new Master's Degree in Educational Leadership.

   a. **If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.**
   b. **If the course or some sections of the course may be technology delivered, explain why.**

2. **Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

   The content and skills addressed in ELE 5520 are intended to meet the needs of individuals who possess teaching credentials and are pursuing advanced study in education for the purpose of becoming leaders within the school context.

3. **If the course is similar to an existing course or courses, justify its development and offering.**
        N/A
   a. **If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.**
   b. **Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.**

4. **Impact on Program(s):**

   a. **For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.**
   b. **For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.**

   ELE 5520 will be a core requirement for the Master's Degree in Educational Leadership and will serve as an approved elective for the MSEd in Elementary Education.

   If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:**
   Qualified graduate faculty within the Department of Early Childhood, Elementary and Middle Level Education.

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. **Additional costs to students:** N/A

   Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. **Text and supplementary materials to be used (Include publication dates):**

   Marzano, R. J., Pickering, D. J. & Pollock, J. E. (2001). *Classroom instruction that works.* Alexandria VA: Association of Supervision and Curriculum Development.

   Course readings will include a packet of recent articles on topics covered within the course outline.

PART VI: COMMUNITY COLLEGE TRANSFER

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

PART VII: APPROVALS

Date approved by the department or school:

Date approved by the college curriculum committee:

Date approved by the Honors Council *(if this is an honors course):*

Date approved by CAA: CGS:

*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded – might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

Student
Success
Center
http://www.eiu.edu/~success/
581-6696

counseling center
EASTERN ILLINOIS UNIVERSITY
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