

**Eastern Illinois University  
New/Revised Course Proposal Format**

(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

CGS Agenda Item #17-42 Effective Fall 2018
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**Banner/Catalog Information (Coversheet)**

1. **X New Course or** \_\_\_\_ **Revision of Existing Course**
2. **Course prefix and number: EDU 5100**
3. **Short title:** Defining and Creating Professional Learning Communities
4. **Long title:** Defining and Creating Professional Learning Communities
5. **Hours per week:** 150 minutes Class    0 Lab    3 Credit
6. **Terms:** \_\_\_\_ Fall    \_\_\_\_ Spring    \_\_\_\_ Summer    X On demand
7. **Initial term:** X Fall    \_\_\_\_ Spring    \_\_\_\_ Summer    Year: 2018
8. **Catalog course description:** This graduate course examines the evolution of professional learning communities (PLCs) in education as a concept and in actual practice.
9. **Course attributes:**

General education component: \_\_\_\_\_

\_\_\_\_ Cultural diversity \_\_\_\_ Honors \_\_\_\_ Writing centered    \_\_\_\_ Writing intensive \_\_\_\_ Writing active

**10. Instructional delivery**

**Type of Course:**

X Lecture    \_\_\_\_ Lab    \_\_\_\_ Lecture/lab combined    \_\_\_\_ Independent study/research

\_\_\_\_ Internship    \_\_\_\_ Performance    \_\_\_\_ Practicum/clinical    \_\_\_\_ Other, specify: \_\_\_\_\_

**Mode(s) of Delivery:**

X Face to Face    X Online    \_\_\_\_ Study Abroad

\_\_\_\_ Hybrid, specify approximate amount of on-line and face-to-face instruction \_\_\_\_\_

Course(s) to be deleted from the catalog once this course is approved. N/A

**11. Equivalent course(s): N/A**

- a. **Are students allowed to take equivalent course(s) for credit?** \_\_\_\_ Yes    X No

**12. Prerequisite(s):** Graduate standing.

a. Can prerequisite be taken concurrently? ☐ Yes ☐ No

b. Minimum grade required for the prerequisite course(s)? ☐

c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No

d. Who may waive prerequisite(s)?

☐ No one ☒ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)

**13. Co-requisite(s):** \_\_\_\_\_

**14. Enrollment restrictions**

a. Degrees, colleges, majors, levels, classes which may take the course: No restrictions

b. Degrees, colleges, majors, levels, classes which may not take the course: No restrictions

**15. Repeat status:** X May not be repeated ☐ May be repeated once with credit

**16. Enter the limit, if any, on hours which may be applied to a major or minor:** ☐

**17. Grading methods:** X Standard ☐ CR/NC ☐ Audit ☐ ABC/NC

**18. Special grading provisions:**

☐ Grade for course will not count in a student's grade point average.

☐ Grade for course will not count in hours toward graduation.

☐ Grade for course will be removed from GPA if student already has credit for or is registered in:

\_\_\_\_\_

☐ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: \_\_\_\_\_

**19. Additional costs to students:**

Supplemental Materials or Software \_\_\_\_\_

Course Fee X No ☐ Yes, Explain if yes \_\_\_\_\_

**20. Community college transfer:**

☐ A community college course may be judged equivalent.

X A community college may not be judged equivalent.

Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

## **Rationale, Justifications, and Assurances (Part I)**

1. ☒ Course is required for the major(s) of M.S.Ed., Curriculum and Instruction (general option).

☐ Course is required for the minor(s) of \_\_\_\_\_

☐ Course is required for the certificate program(s) of \_\_\_\_\_

☐ Course is used as an elective

2. **Rationale for proposal:** Today more than ever schools must become Professional Learning Communities with teachers working together to solve problems. School professionals currently are facing major new changes in what and how they teach and work. Teachers are all expected to be positive contributors to colleagues and school culture. State expectations are that school professionals will work together productively to solve problems, hone skills, seek and provide advice and support, and learn from one another. Faculty and staff can only attain the new extraordinarily high expectations by working with one another to support and learn from each other. This course provides the definition, structure and protocols of Professional Learning Communities needed for the teamwork and collaboration required to meet today's demands.

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: N/A

Prerequisites: N/A

Co-requisites: N/A

Enrollment restrictions: N/A

Writing active, intensive, centered: N/A

4. **General education assurances (answer N/A if not applicable)**

General education component: N/A

Curriculum: N/A

Instruction: N/A

Assessment: N/A

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

Online or hybrid delivery justification:

Instruction: All supplemental materials (PowerPoints, journal articles, textbook ancillaries, etc.) will be provided through D2L. Links to journal articles and web resources related to course material will be provided through D2L. Online discussion will be conducted to explore course content and related topics in greater detail.

Integrity: Papers and projects will be submitted through D2L dropbox function. This system allows instructors to check for originality in submitted written work. The system also allows instructors to track data about when students log into the system.

Interaction: Instructor- student and student-student interaction will be facilitated mainly through discussion boards available in D2L. Further communication will be available via email and telephone. Other messaging or conferencing technologies may be utilized, as necessary and available. Online office hours will be held using D2L and other resources such as email and telephone. Instructors may utilize for example, Google Docs, Google Hangouts, and Google Chat to facilitate communication.

### **Model Syllabus (Part II)**

Please include the following information:

1. Course number and title
2. Catalog description
3. Learning objectives.
4. Course materials.
5. Weekly outline of content.
6. Assignments and evaluation, including weights for final course grade.
7. Grading scale.
8. Correlation of learning objectives to assignments and evaluation.

**Course Number:** EDU 5100

**Title:** Defining and Creating Professional Learning Communities

**Catalog Description:** This graduate course examines the evolution of professional learning communities (PLCs) in education as a concept and in actual practice.

#### **Learning Objectives:**

1. Understand the basic principles and terminology associated with professional learning communities (PLCs).

2. Identify, compare, and contrast effectiveness of various models of PLCs.
3. Evaluate which model of PLC works best with their curriculum content, personal and professional goals.
4. Apply knowledge to assess and evaluate the results of PLCs.
5. Evaluate the efficacy of online PLCs.

### **Course Materials:**

DuFour, R., DuFour, R., Eaker, R., Many, T.W., & Mattos, M. (2016) Learning by doing: A handbook for Professional Learning Communities at work. Bloomington, IN: Solution Tree Press

Supplemental reading regarding Professional Learning Communities from selected education journal that will posted and available through D2L.

### **Weekly Outline of Course Content:**

	Topic Covered	F2F time allotment	Online Course (expected time spent by student)
Week 1	Course overview and Introduction to Professional Learning Communities	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 2	What is a Professional Learning Community (PLC)	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 3	PLCs: Defining a Clear and Compelling Purpose	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 4	The Nature of Teacher Work	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 5	PLCs: Defining a Clear and Compelling Purpose	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 6	Building the Collaborative Culture of the PLC (Parts 1 & 2)	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 7	Building the Collaborative Culture of the PLC (Parts 3-7)	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes

	Topic Covered	F2F time allotment	Online Course (expected time spent by student)
Week 8	Creating a results Orientation in a PLC	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 9	Establishing a Focus on Learning	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 10	Creating Team-Developed Common Formative Assessments	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 11	Responding When Some Students Don't Learn	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 12	Hiring, Orienting, and Retaining Staff	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 13	Addressing Conflict and Celebrating in a PLC	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 14	Assessing Your Place in the PLC Journey	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 15	Implementing the PLC Process	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes
Week 16	Reflecting on the Efficacy of the PLC in the age of Common Core	150 minutes	Content review, reading: 75 Minutes Web-based assignments: 75 minutes

### Assignments:

- Formal written reading responses/analysis 20% of final grade
- Participation in online discussion boards (posing questions and responding to others) 20 % of final grade
- Teaching Metaphor Assignment 10% of final grade

Metaphors can serve as a coherent and succinct way of "representing and organizing thoughts about particular subject matter, activities, or theories (Knowles, 1994). Teachers often develop metaphors that reflect their personal beliefs about students, learning, and the nature of teacher work. Further metaphors can be used to conceptualize the multiple

roles of teachers. For this assignment each student will write a 3-4 page essay that explores their personal metaphor for teaching and learning.

d. Online PLC participation reflection journal 15% of final grade

Each student will investigate the PLC opportunities available online to suit their professional needs. They will select and join one online PLC for a four week period. The first entry in the reflective journal should be a discussion about which PLCs you investigated and a rationale or explanation about how you decided which one to join. After you join an online community you are to interact with the community (post, respond, lurk, etc.) between 6-8 times over a four week period and journal about your experiences doing so.

e. PLC Plan 25% of final grade

Based on course readings, activities, discussions, and your own **independent research**, create and describe a plan for developing a PLC for your school. This may be small scale with just a few people, or a school-wide plan. Your plan should reflect your understanding and extension of course content including the opportunities and limitations inherent with PLCs. A rubric will be provided that will be used to assess your plan.

f. Final Paper 10% of final grade

Formal written analysis and reflection on the efficacy of PLCs.

**Assignment Weights:**

Formal written reading responses/analysis	20% of final grade
Participation in online discussion boards	20% of final grade
Teaching Metaphor Assignment	10% of final grade
Online PLC participation reflection journal	15% of final grade
PLC Plan	25% of final grade
Final Paper	<u>10% of final grade</u>
	100%

**Grading Scale:**

A – 90-100%

B – 80-89%

C – 70-79%

D – 60-69%

F – 0-59%

### **Correlation of Learning Objectives:**

Course Learning Objectives:

L1 – Understand the basic principles and terminology associated with professional learning communities.

L2 – Identify, compare, and contrast effectiveness of various models of PLCs.

L3 – Evaluate which model of PLC works best with their curriculum content, personal and professional goals.

L4 – Apply knowledge to assess and evaluate the results of PLCs.

L5 – Evaluate the efficacy of online PLCs.

### **Assignments**

	A	B	C	D	E	F
L1	X	X	X	X	X	X
L2	X	X	X	X	X	X
L3	X	X			X	X
L4				X	X	
L5	X	X		X	X	X

### **Graduate School Learning Objectives:**

G1 – A depth of content knowledge

G2 – Critical Thinking and Problem Solving Skills



G3 – Effective Oral and Written Communication Skills

G4 – Evidence of advanced scholarship through research and/or creative activity

**Assignments**

	A	B	C	D	E	F
G1	X	X	X	X	X	X
G2	X				X	X
G3	X	X	X	X	X	X
G4					X	X

**Date approved by the department or school:** March 31, 2017 (EC/ELE/MLE and SED/EDF)

**Date approved by the college curriculum committee:** April 10, 2017

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

**Date approved by CAA:**      **CGS:**