

**Eastern Illinois University
Revised Course Proposal**

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5710
3. Short title: Leadership & Administration
4. Long title: Leadership & Administration in Higher Education
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☒ Fall ☐ Spring ☐ Summer ☒ On demand
7. Initial term: ☒ Fall ☐ Spring ☐ Summer Year: 2020
8. Catalog course description: Leadership and Administration in Higher Education. A study of student personnel functions and leadership strategies. Attention to the history, ethical and legal issues, staff development programs, management and evaluation.
9. Course attributes:
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active
10. Instructional delivery
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:
☒ Face to Face ☒ Online ☐ Study Abroad
☒ Hybrid, specify approximate amount of on-line and face-to-face instruction 60/40
11. Course(s) to be deleted from the catalog once this course is approved. None.
12. Equivalent course(s): None.
a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. Prerequisite(s): None.
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)
14. Co-requisite(s): None.

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student
- b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: ___ May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: x Standard ___ CR/NC ___ Audit ___ ABC/NC

19. Special grading provisions: None.

- ___ 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: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee ___ No ___ Yes, Explain if yes _____

21. Community college transfer: None.

- ___ A community college course may be judged equivalent.
- ___ 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. x Course is required for the major(s) of College Students Affairs

- ___ 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: To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

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

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

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: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi Training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5710 – Leadership & Administration in Higher Education

2. Catalog description - Leadership and Administration in Higher Education. A study of student personnel functions and leadership strategies. Attention to the history, ethical and legal issues, staff development programs, management and evaluation.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, four-year, graduate, professional, vocational, etc.) in one's state/province and nation. (LPG)	1, 3
b) Identify major internal and external stakeholders, policymakers, and special interest groups who influence policy at the national, state/provincial, local, and institutional levels. (LPG)	1, 2
c) Describe the governance systems at one's institution including the governance structures for faculty, student affairs professionals, staff, and students. (LPG)	1, 2, 3
d) Identify and understand individual-level constructs of "leader" and "leadership." (LEAD)	1, 2, 3
e) Explain the values and processes that lead to organizational improvement. (LEAD)	1, 2, 3
f) Explain the advantages and disadvantages of different types of decision-making processes (e.g. consensus, majority vote, and decision by authority). (LEAD)	1, 2, 3
g) Identify one's own strengths and challenges as a leader and seek opportunities to develop leadership skills. (LEAD)	1, 3
h) Describe how one's personal values, beliefs, histories, and perspectives inform one's view of oneself as an effective leader with and without roles of authority. (LEAD)	1, 2, 3
i) Demonstrate familiarity in basic tenets of supervision and possible application of these supervision techniques. (OHR)	1, 2, 3
j) Explain the application of introductory motivational techniques with students, staff, and others. (OHR)	1, 2, 3
k) Articulate key elements of one's set of personal beliefs and commitments (e.g., values, morals, goals, desires, self-definitions), as well as the source of each (e.g., self, peers, family, or one or more larger communities). (PEF)	1, 2, 3
l) Identify ethical issues in the course of one's job. (PEF)	1, 3
m) Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity how they affect one's integrity and work with others.(PEF)	1, 2, 3
n) Identify positive and negative impacts on wellness and, as appropriate, seek assistance from available resources.(PEF)	1, 2, 3

4. Course materials.

Northouse, P (2012) Introduction to Leadership, Thousand Oaks: Sage

Various Handouts

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Introductions, Syllabus review	150 Minutes	
2	Leadership history, foundation, and definitions	150 Minutes	Northouse, Ch. 1
3	Leadership history, foundation, and definitions cont...	150 Minutes	Northouse, Ch. 2
4	Personal Philosophy and Style of Leadership	150 Minutes	Northouse, Ch. 3, 4, 5
5	Creating Culture & Values	150 Minutes	Northouse, Ch. 6 & 7
6	Managing Conflicts	150 Minutes	Northouse, Ch. 9
7	Inclusion & Representation	150 Minutes	Northouse, Ch. 8
8	MID-TERM EXAM	150 Minutes	
9	Overcoming Obstacles	150 Minutes	Northouse, Ch. 10
10	Ethics in Leadership	150 Minutes	Northouse, Ch. 11
11	BOOK REVIEW PRESENTATIONS	150 Minutes	
12	BOOK REVIEW PRESENTATIONS	150 Minutes	
13	Organizational Frames	150 Minutes	Handouts
14	Politics in Higher Education	150 Minutes	Handouts

15	Politics in Higher Education cont....	150 Minutes	Handouts
16	Leadership Skills from outside Higher Education	150 Minutes	

6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Attendance/Participation	10%
Mid-Term Exam	20%
Student Affairs Interview	10%
Book Review & Presentation	20%
Leadership Paper	20%
Group Project	20%

Attendance/Participation: Students are expected to contribute actively and positively to the class discussion. Because students are responsible for their own learning, involvement in the class discussions are critical to the overall success of each student.

Mid-Term Exam: There will be a mid-term exam on discussions and readings.

Student Affairs Interview: Students will select (subject to Instructor approval) a Student Affairs professional regarding leadership issues and concerns. Details for selecting the professional will be provided in class.

Book Review & Presentation: Students are expected to select, review, and present on a book on leadership. The presentation should be between 15-20 minutes and include visual elements (e.g. Powerpoint) and handouts for the class.

Leadership Paper: Students will write a paper (5-7 pages) on what traits and competencies make a good leader in the student affairs context. Both higher education and non-higher education resources may be used. You should consider what kind of leader you want to work for as well as what kind of leader you want to be.

Group Project: Students will be placed in a group of 3-4 and will be responsible for creating an organizational structure for a new university currently being developed. Additional details will be provided in class. The groups will present to the class on the last day of the semester in lieu of a final exam.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Attendance/Participation	a, b, c, d, e, f, h, j, k, l, m, n
Mid-Term Exam	a, b, c, d, e, f, i, j
Student Affairs Interview	a, d, e, f, g, h, i, j, m, n
Book Review & Presentation	d, e
Leadership Paper	a, b, c, d, e, f, g, h, i, j, k, l, m, n
Group Project	a, b, c, g, i, l, m

Date approved by the department or school: 4/11/18**Date approved by the college curriculum committee: 4/23/18****Date approved by the Honors Council (*if this is an honors course*):****Date approved by CAA: CGS: May 1, 2018**