



College of Education
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600 Lincoln Avenue – Charleston, IL 61920

To: Dr. Nikki Hillier, Chair, Council on Graduate Studies
From: Dr. Stephen Lucas, Associate Dean, College of Education
Date: November 8, 2021
Re: EDL Executive Action (Hybrid Courses)

On October 11, 2021, the College of Education Curriculum Committee reviewed the Department of Educational Leadership's Executive Action request that a number of the Department's courses be permitted to be offered in a hybrid format.

The Curriculum Committee expressed no concerns, and we now request that the Council on Graduate Studies also consider this Executive Action.

Thank you,

A handwritten signature in black ink that reads "Stephen E. Lucas". The signature is written in a cursive style with a long horizontal line extending from the end.

Associate Dean
selucas@eiu.edu

Copy: Dr. Cliff Karnes, Chair, Department of Educational Leadership



MEMORANDUM

Cliff D. Karnes, Ed.D
EDL Department Chair

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To: COE Curriculum Committee
Date: September 23, 2021
Re: Executive Action Approval Request for EDL

REQUEST: To update course delivery format to include hybrid delivery as an option for the following graduate-level courses.

RATIONALE FOR CHANGE: The listed courses are all non-laboratory-based courses in Educational Leadership which are amenable to hybrid course delivery. This type of delivery has been in operation since the new course and program was approved in 2012. However, the catalog was never adjusted for the existing courses. Hybrid delivery of these courses has always supported our efforts to provide an effective MSED/Teacher Leader program in Educational Leadership, approved by faculty vote on September 23, 2021.

EFFECTIVE YEAR/TERM: SP22

EDL	5410	School Law	3	EDL 5410. School Law. (3-0-3) This course includes an analysis of selected general legal authorities and principles that effect PK-12 school leaders' educational institutions. In addition, the course will require students to consider legal and ethical consequences of decision-making in safeguarding the values of democracy, equity, diversity and social justice. Key content areas will include but not be limited to the various sources of legal authority, the court system, the legislative process, governance of schools, rules and regulations, school policies, religion, student and parent rights and responsibilities, teacher rights and responsibilities, technology issues, curricula decisions, student discipline, bullying, sexual harassment, tort liability, qualified immunity, gender equity, civil rights, residency, and search and seizure. Prerequisite: EDL 5600 (Introduction to Organization and Administration). Credits: 3.
EDL	5420	Managing Educational Resources	3	EDL 5420. Managing Educational Resources. (3-0-3) The course focuses on the identification, analysis and management of all resources essential to the successful operation of a school. Special attention is given to the understanding and responsibility of superintendents of schools, school principals, board members, students, teachers, and other staff members in promoting and nurturing quality relationships between the school and community. The course includes an investigative inquiry into how the efficient, effective and equitable utilization of all available resources critically impacts the establishment of educational programs focused on maximizing learning for all students. The course examines the Illinois fiscal operating systems to assist students in gaining an understanding of federal, state and local revenue sources, the requirement of accountability for these sources and the proper allocation of all resources to maximize the establishment of efficient, effective and equitable educational programming for all students. Students will be introduced to techniques for encouraging citizen involvement in schools, effective communication between the school and community, the use of media in promoting good school-community relations, community study and analysis, tax referenda and bond issue campaigns, and evaluations of school-community relations programs. Prerequisite: EDL 5600 (Introduction to Organization and Administration). Credits: 3.
EDL	5630	The Principalship	3	EDL 5630. The Principalship. (3-0-3) The major purpose of this course is to develop and nurture those educational leadership skills that are germane to being a successful principal at any level. The major thrusts of the course are to provide students with a conceptual base from which they can exert educational leadership, develop those technical skills necessary to function effectively as a principal, and identify and foster human skills associated with successful principals. Emphasis is also placed on relating skills acquired in this course to other courses required for the principal endorsement. Prerequisite: Admission to the Principal Endorsement Program. Credits: 3.
EDL	5600	Introduction to Organization & Administration	3	EDL 5600. Introduction to Organization & Administration. (3-0-3) In this course, prospective school leaders are provided a brief review of the history of American education before focusing on the current issues facing schools. Students are also introduced to schools as organizations; to the nature of administrative work; leadership, the change process, and the impact of school culture; and the importance of clear mission and vision statements to the development of the school. Credits: 3.
EDL	5700	Enhancing Effective Practice	3	EDL 5700. Enhancing Effective Practice. (3-0-3) This course examines the context and complexities of instructional practice. Areas of focus include: the identification, articulation and development of effective curricular and instructional practices; the roles and responsibilities of the supervisor, mentor and instructional coach; and the implementation of professional learning communities, programs and processes that enhance learning for all students. Prerequisite: EDL 5600 (Introduction to Organization and Administration). Credits: 3.
EDL	5870	Personnel Administration	3	EDL 5870. Personnel Administration. (3-0-3) In this course, prospective administrators are introduced to the management of personnel processes within the school community. The course identifies critical concepts from organizational and social theory that are essential to the effective, efficient and equitable management of school personnel. The course will cover all aspects of the personnel function including: planning, recruitment, selection, placement, evaluation, staff development, personnel management modules, collective bargaining, discipline and dismissal of personnel and the related state, federal laws and regulations. Prerequisite: EDL 5600 (Introduction to Organization and Administration). Credits: 3.
EDL	5900	Introduction to Research in Education	3	EDL 5900. Introduction to Research in Education. (3-0-3) This course is an introduction to the use of research as a school leader in current PK-12 educational settings. As such, the course will focus on understanding basic principles of scientific inquiry to conduct, review and analyze research methods as a part of a systemic school improvement process. Topics covered will include the creation of research questions/hypotheses, operational definitions of research constructs, sampling methods, experimental and quasi-experimental designs, internal and external validity, basic psychometric and statistical methods, quantitative and qualitative inquiry, data analysis and Action Research methods. In addition, students will write an Action Research proposal in the students' area of PK-12 education interest. Credits: 3.