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: _ _ New course **_X_** Revised course

PART I: CATALOG DESCRIPTION

1. **Course prefix and number,** *such as ART 1000*: **EDL 5420**

2. **Title (***may not exceed 30 characters, including spaces***):** Managing Educational Resources

3. **Long title, if any (***may not exceed 100 characters, including spaces***):** Leadership and Management of Educational Resources

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 ___ Summer _X__ On demand

6. **Initial term of offering:** _X__ Fall ___ Spring ___ Summer **Year:** _2012__

7. **Course description:**
    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.

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). **_X_** Yes ___ 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   _X_ independent study/research

    ___ internship   ___ performance   ___ practicum or clinical   ___ study abroad

    _X_ Internet   ___ hybrid   ___ other (Please specify)

PART II: ASSURANCE OF STUDENT LEARNING

List the student learning objectives of this course:

1. Students will identify the essential resources that are critical to the operational integrity of the school.
2. Students will describe the role of the building administrator in the efficient, effective and accountable management of all resources.
3. Students will demonstrate an understanding of the methods necessary to establish quality communication between the school and community.
4. Students will demonstrate an understanding of reciprocal accountability and multiple strategies for engaging the community in planning and reporting.
5. Students will demonstrate an understanding of the importance of shared mission, vision and strategic planning among staff, students, parents and community members including the processes needed for their successful implementation.
6. Students will describe various techniques for studying and analyzing the demographic, economic status of the community.
7. Students will recognize the importance of identifying all formal and informal groups within the community.
8. Students will identify and compare the variety of conduits of communication necessary for promoting efficient, effective and equitable school-community relations.
9. Students will demonstrate and understanding of the procedures and processes for developing and implementing an effective school improvement plan.
10. Students will demonstrate an understanding of how to use data to drive the design and direction of pursuits related to improvement planning and the equitable, efficient and effective use of resources
11. Students will demonstrate an understanding of budget planning and monitoring necessary to support a systemic approach of efficient, effective and equitable resource allocation.
12. The student will demonstrate an understanding of the Illinois property tax system and be able to explain the assessment, levying and extension process in relationship to local resources.
13. The student will illustrate a basic understanding of the Illinois program accounting concepts and principles and how to read and interpret a budget, audit and other financial reports.
14. Students will demonstrate how to effectively use a variety of techniques in tax referenda and bond issue campaigns.

    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 - 14
- **Effective critical thinking and problem solving** – Objectives 1-14
- **Effective oral and written communication-** Objectives 1, 2, 6, 8, 13
- **Advanced scholarship through research or creative activity** – Objectives 1-14

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

Objective	Article Review	Community Resource Audit	Communication Matrix	Resource Allocation Assessment	Session Activities	Final Exam
1	X				X	X
2		X	X	X	X	X
3	X	X	X	X	X	X
4				X	X	X
5	X	X	X		X	X
6	X	X	X		X	X
7		X	X		X	X
8	X	X	X	X	X	X
9		X	X	X	X	X
10	X			X	X	X
11	X	X	X	X	X	X
12	X	X		X	X	X
13			X		X	X
14			X		X	X

16. 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.

Session Activities:	25 points
Article Reviews:	25 points
Communication Resource Audit	75 points
Resource Allocation Assessment	75 points
Final Exam	50 points
Total:	**250 points**

17. 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.):**

18. **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

19. **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
Session 1-3	Introductions. Review of course objectives, activities and expectations. Investigating the impact of all internal and external relationships. The need to communicate the positive aspects of public education Identification of the basic resources needed for schools to be successful in establishing effective, efficient and equitable educational opportunities for all students.
Sessions 4-6	Designing the School/District public relations audit. Strategic Thinking: Mission/Vision/Planning. Addressing the public regarding the status and needs of the school. External/Internal communication practices. Utilization of a communication matrix.
Session 7-9	Leader involvement in the community. Identification and understanding of all formal/informal social, economic and political groups. Measurement of public opinion. Building strong communication links with parents and community. School publications and documents. Technology and communication. Public relations in a crisis.
Sessions 9-11	Identification of the available community resources. Involving families and community in policy, planning and assessment activities. Establishing a reciprocal accountability relationship in the engagement of the family and community.

Session 12-15	Overview of the Illinois School Funding Model. Review of the Illinois program accounting concepts and principles. Interpreting budgets, school audits and annual financial reports. Establishment, management and accountability of building based budgets. Accessing, processing and working with private, federal and state based grants both dedicated and competitive. Identification of the critical components and processes related to tax referenda and bond issue campaigns.
Session 16	Final exam

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**
   School leaders must be able to provide efficient, effective and equitable management of their schools. The ability to access and effectively utilize all available resources is critical to the schools success in providing quality programs that promote efficient, effective and equitable learning opportunities for all students.

   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 EDL 5420 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.**

   EDL 5420 will be a core requirement for the Master's Degree in Educational Leadership.

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 Educational Leadership.

   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):**
   Bagin, D. (9th Edition). The School and Community Relations, Boston, MA: Allyn & Bacon

   Illinois Association of School Boards. Understanding school finance. Springfield, IL.

   Illinois State Board of Education (2001). State, local, and federal financing of Illinois public schools. 2010-2011, Springfield, IL.

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: February 14, 2012

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).

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