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:** EDA 5600

2. **Title (*may not exceed 30 characters, including spaces*):** **Intro to Org. & Admin.**

3. **Long title, if any (*may not exceed 100 characters, including spaces*):** **Introduction to Organization & Administration**

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

   - **Course description:** **In this course, prospective school leaders are provided a brief history of American education including 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.**

7. **Registration restrictions:**
   - **Equivalent Courses**
     - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course). **None**
     - Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. ___ Yes _x_ No

   - **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.
       None
     - 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:

   - **Who can waive the prerequisite(s)?** **NA**

   - **Co-requisites** (course(s) which MUST be taken concurrently with this one): **None**

- **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.

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

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

8. **Special course attributes** [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive] NA

9. **Grading methods** (check all that apply): **_x_** Standard letter ___ CR/NC ___ Audit ___ 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).

10. **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)

The moral imperative of pursuing excellence for all learners requires courageous educational leaders, who are able to think at high levels of complexity, envision and inspire greatness, adapt to a rapidly changing world and build individual and organizational capacity for continuous improvement. EDA 5600 blends the acquisition of content knowledge and leadership skill development through integrative learning. Integrative learning encourages students to make connections among all aspects of their lives – academic, professional and personal --- and apply learning gained in classes and other experiences to new, complex situations. Students reflect on their new learning and draw connections to previous learning as a student, educator and developing leader. This course employs integrative learning, in a technology enhanced environment, through disciplined inquiry, personal reflection, focused observation, and authentic practice.

Teaching methods used in this course include: lecture, individual work, small group activities, and textbook and journal readings. Students will complete a minimum of 10 hours of field experience working with key school leaders to gather information for the school profile assignment.

PART II: ASSURANCE OF STUDENT LEARNING
1. **List the student learning objectives of this course. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives**

Graduate Level Goals for Learning
       a. Depth of content knowledge
       b. Effective critical thinking and problem solving
       c. Effective oral and written communication
       d. Advanced scholarship through research or creative activity

1. Learning Objectives	Graduate Level Goals	Assignment
1. Students will demonstrate an understanding of the legal basis of education and the development of American schools (ELCC 6).	A	Quiz #1
2. Students will identify the historical, philosophical, and sociological trends and issues that influence education (ELCC 6).	A	Quiz #1
3. Students will demonstrate an understanding the legal basis of education and the development of American schools (ELCC 6).	A	Quiz #2
4. Students will be able to compare and contrast the role of federal and state government in schooling (ELCC 6).	A	Quiz #1
5. Students will be able to analyze structure and functions of governance at the district and building level (ELCC 3)	A	Quiz #2
6. Students will be able to apply a systems perspective, viewing schools as interactive systems operating within external environments (ELCC 6).	B	Quiz #3
7. Students will be able to compare and contrast the administrative roles typically found in an educational organization (ELCC 3).	B	Quiz #3
8. Students will be able to identify and apply theories, concepts, skills, and practices associated with educational leadership (ELCC 1).	A	Quiz #3
9. Students will be able to identify and critique several theories of leadership and their application to various school environments (ELCC 6).	B/C	Quiz #4 Personal Reflection
10. Students will be able to identify and apply the key concepts involved in initiating, managing, and evaluating the change process including the impact of school culture (NCATE 1.4).	B/C	School Profile Assignment School Profile Reaction Paper
11. Students will be able to identify factors involved in establishing a positive school culture (ELCC 2).	A	School Profile Assignment School Profile Reaction Paper
12. Students will understand and be able to develop,	A/B/C/D	Mission/Vision Assignment

articulate, implement, and steward effective mission and vision statements (ELCC 1)		
13. Students will be able to research key issues through the use of current administrative journals.	C/D	Professional Journal Reviews

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

A. Professional Journal Reviews (150 points): Students will read and comment on three current (within last two years) articles (not columns) from current approved educational or administrative journal publications (see approved list). No more than two of the articles are to be from the same publication. At least two articles must be found through on-line sources. Students will write a 1 ½ page summary of each article and a ½ page critique. This paper is to be typed using standards established by the Publication Manual of the American Psychological Association (6th edition).

B. On-line Modules (200 points): Students are required to complete the five on-line course modules available on WebCT. At the completion of each module, students take the on-line quiz.

C. Personal Reflection (50 points): Students are required to complete several self-assessments and write a two-page reflection.

D. School Profile Report (100 points): Students are required to create a school profile of their school. This project will require interviewing key members of the school organization, reviewing school documents, and collecting data from numerous sources.

E. School Profile Reaction Paper (50 points): Students will write a reaction paper using another student's school profile, readings, and information from the course. This assignment will be disseminated at the last class meeting. Reaction papers are to be submitted electronically using WebCT.

F. Mission/Vision Audit (100 points): Review and conduct an audit of the mission and vision statements of a selected school or school district. Prepare a reaction paper that includes a review and analysis of the mission and vision statements.

Part #1 - Interview an administrator;
1. To determine the process followed in developing these statements,
2. Their personal beliefs concerning the benefits provided by the statements,
3. The utilization of the statements both internally and externally.

Interview two teachers, one parent, and two students:
1. Regarding their knowledge of the vision and mission statement
2. Their beliefs concerning the benefits of Mission and Vision Statements

Part #2 – Prepare a reaction paper (4-8 pages) giving your analysis of the development and utilization of these statements:
1. Summarize the development process
2. Identify the key players involved in the development of the vision and mission statements
3. Determine the knowledge and disposition level of the stakeholders toward the mission and vision

statements
4. Identify how the mission and vision statements are utilized both internally and externally
5. Establish a rating of the overall quality of the development and utilization of the statements

Part #3 - Prepare a list showing the proper procedures (steps) to follow in the development of an effective Mission/Vision Statement.
1. Identify the proper steps in the Mission/Vision Developmental Process
2. Define the process for securing positive engagement of stakeholders
3. Define the process of communicating the Mission/Vision Statements to the broader educational community.
4. Identify the procedures for utilization of the Mission/Vision statements in the school improvement process and strategic planning.
5. Identify the procedures to secure the viability of these statements over time.

3. **Explain how the instructor will determine students' grades for the course:**

Grading Scale   650-585 points (90%) = A
                      584-520 points (80%) = B
                      519-455 points (70%) = C
                      454-390 points (60%) = D
                      389-000 points = F

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

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.

Week	Topic
Week #1	**Introduction to program/class**
Week #2	**ISLLC Standards**
Week #3	**History of American Education**
Week #4	**The Structuring of Education**
Week #5	**Current Issues in Education**
Week #6	**NCLB**
Week #7	**Organizational Behavior**
Week #8	**Understanding the Change Process**

Week #9	Understanding School Culture
Week #10	School Improvement Planning- Mission & Vision
Week #11	School Improvement Planning – Data-driven process
Week #12	Organizing the School
Week #13	Working with Groups – Facilitator skills
Week #14	Management – Other Duties As Assigned…
Week #15	Pulling It All Together

PART IV: PURPOSE AND NEED

1. **Explain the department's rationale for developing and proposing the course.**

   a. This proposal is the revision of the current EDA 5600. The revisions have refocused the course based on the new requirements for principal preparation programs to include a focus on the topics identified above and in the objectives for the course.
   b. Technology delivered components: NA

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

   This course is a graduate level course part of the master's in educational administration.

3. **If the course is similar to an existing course or courses, justify its development and offering.**

   This course is not similar to any other existing course.

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

   a. **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.**

      This course is a required course for the Master's in Education in Educational Administration.

PART V: IMPLEMENTATION

1. **Faculty member(s) to whom the course may be assigned:** All qualified department approved graduate faculty

2. **Additional costs to students:** None

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

   - Primary Text: Cunningham, W., & Cordeiro, P. (2012). Educational administration: A problem-based approach. Boston: Allyn and Bacon.
   - Secondary Source: Black, J., & English, F. (1986). What they don't tell you in schools of education about school administration. Lancaster: Technomic Publishing Company, Inc.

PART VI: COMMUNITY COLLEGE TRANSFER: NA

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).

Student
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Center
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581-6696

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