

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 Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number: EDA 5630

2. Title (may not exceed 30 characters, including spaces): Principalship

3. Long title, if any (may not exceed 100 characters, including spaces): The Principalship

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: Fall Spring Summer On demand

6. Initial term of offering: Fall Spring Summer Year: 2012

- **Course description:** 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.

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 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.

Admission to the Principal Endorsement Program

- 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 No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

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

No one Chair Instructor Advisor Other (Please specify)

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

- **Repeat status:** 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: **Principal Endorsement Program**
 - **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): 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.)

- 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 5630 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 classroom activities and assignments.

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
Students will demonstrate an understanding of how to create a vision of learning for their school (ELCC 1).	A, B, C, D	Principal Leadership Plan/4-Month Action Plan
Given a series of case scenarios, students will be able to select an appropriate leadership approach for the situation (ELCC 1, 2, 3, 4, 5, 6).	A,B, C	Quizzes
Students will demonstrate an understanding of the school improvement process and researched based strategies to improve student learning at all levels and for all students (Standard 1 & 2).	A, B, C, D	Quizzes; Principal Leadership Plan/4-Month Action Plan
Students will demonstrate an understanding of how to identify a school’s culture and how to shape a school’s culture to improve student learning (ELCC 2).	A, B, C, D	Principal Leadership Plan/4-Month Action Plan
Students will demonstrate an understanding of the functions of the principal related to the aspects of staffing (personnel management) (ELCC 3).	A, B, C, D	Principal Leadership Plan/4-Month Action Plan
Students will demonstrate an understanding of the functions of the principal as related to student affairs (ELCC 3)	A, B, C, D	Principal Leadership Plan/4-Month Action Plan
Students will demonstrate an understanding of the functions of the principal related to the financial aspects of the school (ELCC 3).	A, B, C, D	Principal Leadership Plan/4-Month Action Plan; Grant Writing Project
Students will demonstrate an understanding of the functions of the principal related to the physical plant of the school (ELCC 3).	A, B, C, D	Principal Leadership Plan/4-Month Action Plan
Students will demonstrate an understanding of how to build school/community relations (ELCC 4)	A, B, C ,D	Principal Leadership Plan/4-Month Action Plan
Students will demonstrate an understanding of the application of ethics to the principalship (ELCC 5 & 6)	A, B	Quizzes
Students will demonstrate through book presentations their ability to present information in an effective manner.	A, C	Group Project

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

- A. Principal Leadership Plan (400 points): Students will create a Leadership Plan for a position as a new principal in the school of their choice. Part I requires students to identify the current literature on what effective principals do in terms of meeting the identified ELCC standard and elements, and then in Part II, students take the literature and put it into practice by creating a leadership plan on how they will begin to implement current research and best practices from the literature into the first four months of a principalship.
- B. Grant Writing Project (50 points): Students are to search grant funding websites, select a grant to apply for, and write a proposal.
- C. Group Project (50 points): Students will work in small groups to read a current book on school leadership and present a summary to the class highlighting the key concepts of the book and lead a discussion of the book with the class. This may include class participation in a case study or other appropriate activities. Students will submit a group project summary identifying responsibilities for the project.
- D. Quizzes (100 points): There will be two (2) written quizzes over course content.

2. Explain how the instructor will determine students’ grades for the course:

Grading Scale 540-600 (90%) = A
 480-539 (80%) = B
 420-479 (70%) = C
 360-419 (60%) = D
 0-359 (50%) = F

3. 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 Course
Week #2	Roles of the Principal; ISLLC Standards
Week #3	Current Leadership Theories & Research

Week #4	Current Leadership Theories & Research Continued
Week #5	Ethical Leadership
Week #6	The Impact of School Culture
Week #7	Collaborative Cultures/Professional Learning Communities
Week #8	The School Improvement Planning Process
Week #9	Data-based Decision Making
Week #10	Identifying Effective Research-Based Strategies
Week #11	Response to Intervention/Enrichment
Week #12	Principal As Manager
Week #13	Principal As Manager
Week #14	Principal As Manager
Week #15	Book Presentations

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 5630. These changes were made to meet the new state requirements for principal certification programs.
- b. Technology delivered components: NA

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

This course was revised to meet the new state requirements for principal certification programs.

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 Principal Endorsement Program.

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):

- a. Sergiovanni, T. (2009). The principalship: A reflective practice perspective. Boston: Pearson.
 - b. Ubben, G., Jughes, L., & Norris, J. (2009). The principal. Boston: Pearson.
- (Both textbooks are to be updated when new editions are available.)

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).

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