

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, such as ART 1000:** EDL 5870
2. **Title (may not exceed 30 characters, including spaces):** Personnel Administration
3. **Long title, if any (may not exceed 100 characters, including spaces):** Personnel 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:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2012
7. **Course description:**

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.

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 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). 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 Chair Instructor Advisor Other (Please specify)

d. **Co-requisites** (course(s) which MUST be taken concurrently with this one): N/A

e. **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.

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): 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).

11. **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)

PART II: ASSURANCE OF STUDENT LEARNING

List the student learning objectives of this course:

1. Students will demonstrate an understanding of all policies, procedures and practices necessary for efficient, effective and equitable management of personnel.
 2. Students will identify and explain the practices of employee compensation, fringe benefits and award processes and how they can impact personnel productivity and self-efficacy.
 3. Students will demonstrate an understanding of staff development as a growth model focused on personnel improvement and productivity.
 4. Students will demonstrate an understanding of the process utilized to evaluate certified staff in accordance with the provisions of Section 24A-3 of the School Code (105 ILCS 5/24A-3)
 5. Students will investigate the roles of educational leaders in the management of personnel issues.
 6. Students will demonstrate an understanding regarding personnel recruitment, selection, induction, mentoring, retention and evaluation.
 7. Students will identify the essential procedures related to employee discipline and dismissal
 8. Students will explain the political implications that accompany personnel issues.
 9. Students will illustrate the essential elements of collaborative relationships, teaming, site-based decision making, and group problem solving.
 10. Students will demonstrate an understanding of the various roles of educational leaders in the management of personnel issues.
 11. Students will demonstrate an understanding of the various legal implications of personnel administration.
 12. Students will illustrate an understanding of the basics of the Collective Bargaining Process.
 13. Students will generate an understanding of the future direction for personnel management.
- 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 - 13**
 - **Effective critical thinking and problem solving – Objectives 1, 3, 4, 6, 8, 10, 11, 12**
 - **Effective oral and written communication- Objectives 2, 7, 8, 9,12**

- **Advanced scholarship through research or creative activity – Objectives 1-13**

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

Objective	Professional Journal Review	Personnel Investigative Inquiry	Session Activities	Final Exam
1	X	X		X
2	X	X	X	X
3	X	X	X	X
4	X		X	X
5	X	X	X	X
6	X	X	X	X
7	X	X	X	X
8	X	X	X	X
9	X	X	X	X
10	X			X
11	X	X	X	X
12	X	X		X
13			X	

2. 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
Personnel Investigative Inquiry	100 points
Final Exam	50 points
Total:	200 points

3. 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.):

4. 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

5. 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	Introduction, Class Overview Introduction of Human Resources Administration Smith- Chapter 1 Issue Identification and Processing Review Current Issues in Personnel Admin Issue Analysis Process Inserting Quality into Personnel Processes
Sessions 4-6	Staff Recruitment, Selection and Placement. Induction, Mentoring and Retention of Staff Smith - Chapter 1, 4 Strategic Planning and Personnel. Smith - Chapter 2 Staff Evaluation and Supervision Smith – Chapter 6 Classified, Certified and Administrative Evaluation. Assisting the Marginal Teacher Smith- Chapter 7
Session 7-9	Assisting the Marginal Teacher Staff Development Smith -Chapter 8 Team Building and Collaborative Cultures
Sessions 9-11	Collective Bargaining Smith – Chapter 9 Legal and Regulatory Issues Smith - Chapter 10
Session 12-15	Compensation and Benefits Employee Discipline Technology and Personnel Smith – Chapter 11 Future of Personnel Administration
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 all human resources. The school leaders must be able to recruit, select and place the highest quality personnel into the schools educational program. Leaders must assure the continued development of all personnel to maximize their contributions and productivity in support of the schools effort to achieve educational excellence

- 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 5870 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 5870 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.

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):

Smith R.. (4th Edition). Human Resources Administration: A School Based Perspective. Eye On Education – Larchmont, NY

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).

**Student
Success
Center**

<http://www.eiu.edu/~success/>

581-6696



<http://www.eiu.edu/~counsctr/>

581-3413

**Career
Services**

<http://www.eiu.edu/~careers/>

581-2412

**Disability
Services**

<http://www.eiu.edu/~disabltv/>

581-6583