

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 5893
2. **Title (may not exceed 30 characters, including spaces):** Practicum in School Leadership
3. **Long title, if any (may not exceed 100 characters, including spaces):**
4. **Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]:** Arr-Arr-2
5. **Term(s) to be offered:** Fall Spring Summer On demand
6. **Initial term of offering:** Fall Spring Summer **Year:** 2015
7. **Course description:** Throughout the Educational Leadership program, students have participated in planned field experience activities embedded in their coursework. Practicum (internship) provides the student with extended time to synthesize and apply the knowledge, and practice and develop the skills identified in ISLLC Standards 1-6. The Practicum provides for additional standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. The practicum requires students to work directly with their mentor (building principal) observing, participating in, and taking the lead in specific leadership tasks. (ELCC 7.0)
8. **Registration restrictions:**
 - a. **Equivalent Courses**
 - **Identify any equivalent courses** (e.g., cross-listed course, non-honors version of an honors course).
NA
 - 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.
 - Admission to the Principal Endorsement Program
 - Completion of EDL 5630-The Principalship with a grade of A or B.
 - Required to pass the Illinois Principal Content Test
 - 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:

EDL 5630- Grade Requirement 3.0 or Better

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): **NA**

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: **Principal Endorsement Program**

g. Degree, college, major(s), level, or class to be excluded from the course, if any:

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

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)

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. EDL 5893 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.

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:**
 - 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**

Under the direction of a host mentor and a university faculty supervisor, students will demonstrate the following:

- 1. Skills in applying knowledge of administrative practice aligned with the ISLLC Standards (ELCC 7.1-7.6). A, B, C, D**
- 2. The capability of assuming and performing tasks required for general school building administration (ELCC 7.1-7.6). A, B, C, D**
- 3. The ability to accept genuine responsibility for leading, facilitating, and making decisions typical of those made by educational administrators (ELCC 7.1-7.6) A, B, C, D**

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

The practicum (internship) in the Principal Endorsement Program is a 12-month experience starting in May and concluding the following April. It consists of three, two-credit courses: EDL 5891, EDL 5892, and EDL 5893. The practicum requires students to work directly with their mentor (building principal) observing, participating in, and taking the lead in specific leadership tasks and supervised by a Department of Educational Leadership tenure/track faculty member. The faculty supervisor will conduct a minimum of four face-to-face meetings with the mentor during the year. The faculty supervisor is also responsible for providing feedback on all student assignments. In addition, students will be required to attend a minimum of three seminars (one each term) to discuss issues related to student learning and school improvement arising from the practicum. At the end of each term, the faculty supervisor will work in collaboration with the site mentor to complete an assessment of the student's performance during that term and assign a grade of credit or no credit.

Requirements for the year-long practicum experience include 250 hours (180 logged hours), 12 major projects, 18 activities, and additional activities developed by the mentor, university supervisor, and student to strengthen the student's leadership knowledge and skills. For each term, students must complete 60 logged hours, four major projects, a minimum of six activities, and participate in the on-campus seminar. The requirements are described in further detail below.

Practicum Hours and Logs

The practicum requires the student to work under the supervision of a host administrator for twelve months, generally 6-10 hours per week (250 total hours required) for the entire twelve months. Logging of practicum hours begins with attendance at the orientation session. Prior experiences may not be counted toward actual logged hours. The 250 total hours are exclusive of activities the student would normally engage in during his/her regular teaching or other work assignment. Of the 250 total hours, 180 are clock hours of practicum experiences which are logged and documented, and 70 hours are allocated for research and the writing of required reports for projects and activities. The 70 hours are not logged.

In order to document the practicum hours, students will maintain an electronic log for each week of all practicum activities that is to be printed, signed by the host administrator, and submitted to the university professor. Students must attach supporting documentation for the logged hours to the log sheet. Logged hours can include time practicum students spend in meetings with the university supervisor and the principal. They can also include on-site work on required projects but not research or writing/typing those projects. Logged hours cannot include meetings, parent conferences, or other activities the practicum students would normally engage in during their regular teaching (or other work) assignment. Practicum students may not use bus duty, playground duty, or other supervisory assignments for more than 10 of their 180 clock hours. Leadership workshop and/or conference attendance may be used for a maximum of 6 hours, exclusive of travel time.

Required Projects and Written Reports: The written reports are formal communications between the student, the host principal, and the university supervisor. Therefore, they must be typed, double-spaced, checked for spelling, and should follow proper rules of grammar and APA guidelines. For each project/activity, students are required to submit a written report and supporting documentation to the university supervisor. In each report the student must:

- Identify the project/activity number and description
- Comply with the directives of each project
- Analyze and summarize their experiences on the project
- Reflect on his/her role in the project, what was learned as a result of this project, and how he/she will apply this information as an administrator.

Additional information about the requirements are included in the practicum handbook.

Projects

1. **School Improvement Planning:** Demonstrate an understanding of the purpose of the school improvement plan and its relationship to the school vision by analyzing and using data, explaining the process through the use of a multi-media presentation, and facilitating a stakeholder group (e.g., faculty meeting, department meeting, parent group, etc.). Based on data, determine the progress of school improvement and recommend the steps needed in the process to support continued enhanced student learning.
2. **Hiring Process:** Participate in the hiring process including, at a minimum: creation of a job description; creation of interview questions and assessment rubric; participation in interviews for the position; recommendation of the candidate to hire with rationale and data to support the selection; and preparation of letters of rejection for candidates who were not selected.
3. **Supervision of Instruction:** Conduct three full cycles of clinical supervision including pre-conference, conference, and post-conference. Write a summary utilizing actual notes, observations, discussion, forms, and student achievement data. Provide examples of interventions and support needed for the non-tenured or struggling teacher.

4. **Professional Development:** In conjunction with stakeholders lead in the development of a professional development plan for a school building that includes (1) data analysis; (2) multiple options for teacher development; and (3) a method for evaluating the plan leading to school improvement.
5. **School Culture:** Investigate, define, and delineate the systems and factors within your internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students.
6. **School Finance:** Review the school's budget and other school resources with the internship principal. Detail how the resources are typically used; how the resources could be evaluated for adequacy; assessed for effectiveness and efficiency; and give recommendations for improvement. Address specifically the impact of the budget on subgroups such as special education, ELL, and low socio-economic students.
7. **Systems Thinking:** Investigate, define, and delineate the systems and factors within your internship school for advocating, nurturing, and sustaining a culture of collaboration, trust, learning, and high expectations and a personalized and motivating learning environment for students.
8. **Mission:** State the mission of the school. Determine and map out the different systems that exist within the school to fulfill the school's mission (i.e., instructional: curriculum, assessment, technology, class structure; and management: discipline plan; attendance; maintenance; transportation, etc.). Delineate an instructional and a management system; create a rating tool that can be used to rate the systems from excellent to needs improvement. Finally, develop recommendations for improvement of aspects of the two systems that need improvement and report the findings to your internship principal.
9. **Discipline:** Review the discipline policy used at the practicum site, including policies related to discipline of special education students. In the written report, outline the due process procedures used for minor infractions, suspensions and expulsions. Participate with the building administration in five (5) disciplinary conferences. Work with the administration to determine the appropriate consequences. In the written report: (a.) describe the incident (without using the student's name), the administrator/student interactions, and the outcomes; (b.) analyze each incident to determine if district policy was followed; and (c.) describe what you learned.
10. **Special Education:** Illustrate (outline or flowchart) the procedures for the special education referral process including the RtI process. Illustrate (outline or flowchart) the procedures for 504 referral process. Report the findings of an interview with the School Psychologist regarding all components of a special education evaluation. Participate with school administration in two different IEP conferences. With the IEP team, review each case and discuss best practices and proven learning and motivational theories to aid in the development/review of the IEP. After the IEP meeting, review and discuss the outcomes with the school administrator. In the written report, students are expected to:
 - Describe the location of the meeting, the participants, the purpose of the meeting, the administrator's role, the interactions of the participants, and the outcomes. Do not use the name of the special education student.
 - Describe what they learned
 - Describe the special education/504 services provided to students through the school, the district, the co-op, and any outside agency
 - Describe how your district addresses Least Restrictive Environment (LRE)
11. **Equity Audit:** Students are expected to conduct an equity audit in their practicum school. This audit addresses areas such as student achievement, Title IX, gender equity, sports, curriculum Clubs (e.g., National Honor

Society), and extra-curricular activities. Analyze the data, draw conclusions, and make appropriate policy recommendations, if any.

- 12. Principal Shadowings** (and diversity requirement if needed). Students must complete several principal shadowings for a full day while school is in session with students in attendance at each of the following levels:
- Pre-K/Early Childhood
 - Elementary
 - Middle School/Junior High School
 - High School
 - Diversity: If the total minority enrollment (i.e., Black, Hispanic, Asian/Pacific Islander, Native American) is less than 20%, then the practicum student must shadow an administrator for one day in a culturally-diverse site. A student may shadow at a different grade level at a diverse site in order to meet the two requirements simultaneously.

Submit a report outlining your experiences at each site. What new information did you learn? What ideas or activities do you want to continue when you are the administrator? What surprises were there? Compare and contrast the different grade levels and administrative styles of the shadowing experiences.

Activities

Standard #	Topic	Activity #	Assignment
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	1	Standards Self-Assessment of the Practicum Student A. Complete the Standards Self-Assessment to determine the present skill level possessed B. Analyze the areas of strength and the areas needing improvement C. Develop a 12-month practicum action plan to address areas needing improvement D. Submit the self-assessment and the action plan as the written report
2, 3	Curriculum and Instruction, Management POLITICAL/CULTURAL	2	New Teacher Programs A. Interview the individual(s) responsible for new teacher orientation/induction mentoring programs and outline the program. B. Participate in the new teacher orientation and induction program. C. Provide recommendations for improving the program based on best practices learned in coursework.
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	3	Master Scheduling A. Work with the person responsible for creating the master schedule and outline ALL components required in this process. B. Provide recommendations for improving the process based on best practices learned in coursework.
2, 3	Curriculum and Instruction, Management	5	Curriculum Alignment and Standards A. Explain how the district ensures that the curriculum is aligned with state standards.

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			<p>B. Explain how the district ensures that state standards are incorporated into classroom instruction.</p> <p>C. Provide recommendations for improving the process based on best practices learned in coursework.</p>
2, 3, 4, 5, 6	Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	6	<p>Faculty Handbook</p> <p>A. Review the current faculty handbook</p> <p>B. Provide recommendations for improving the handbook.</p> <p>C. If possible, update the existing handbook.</p>
3	Management	7	<p>Office Procedures</p> <p>A. Interview the principal's secretary regarding daily office procedures</p> <p>B. Outline the process for ordering, receiving, and distributing supplies.</p> <p>C. Provide recommendations for improving the process based on best practices learned in coursework.</p>
2, 3, 4, 6	Curriculum and Instruction, Mgt., School Community, Political/Cultural/Legal	8	<p>Registration</p> <p>A. Interview the individual(s) responsible for new student registration and orientation process: back-to-school and during the school year.</p> <p>B. Work with staff on preparation for back-to-school registration and participate in the event.</p> <p>C. Work with staff on preparation for new student orientation and participate in the event.</p> <p>D. Provide recommendations for improving the two programs based on best practices learned in coursework.</p>
2, 3, 4, 5, 6	Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	9	<p>Nurse</p> <p>Interview the school nurse or the individual responsible for providing these services regarding:</p> <p>A. Procedure for immunization record keeping</p> <p>B. Dealing with student medical concerns</p> <p>C. Specific steps for administration of medications</p> <p>D. Security of medications</p> <p>E. Other aspects of the nurse's job description (or individual responsible for these duties)</p> <p>F. Provide recommendations for improving health services in your school based on best practices learned in coursework.</p>
3, 4, 6	Management, School Community, Political/Cultural/Legal	10	<p>School Facilities:</p> <p>A. Review the latest ROE Health/Life/Safety Report with the building principal and/or facilities director.</p> <p>B. Summarize the report's purposes, findings and conclusions. Note the strategies and/or activities decided upon to comply with cited deficiencies (if any)</p> <p>C. Assist in conducting at least one emergency drill.</p> <p>D. Provide recommendations for improving facilities management based on best practices learned in coursework.</p>
2, 3, 4, 5, 6	Curriculum and Instruction,	11	<p>Student Services:</p> <p>A. Interview the guidance counselor, school social worker,</p>

	<p>Management, School Community, Ethics, Political/Cultural/Legal</p>		<p>school psychologist or school equivalent regarding the Student Services provided to the school. These services may include, but are not limited to, the following:</p> <ul style="list-style-type: none"> • Counseling Services • Social Workers • DCFS • Clinics • Probation • Social Services <p>B. Submit a summary of your findings. C. Provide recommendations for improving the student services program in your school based on best practices learned in coursework.</p>
<p>2, 3, 4, 6</p>	<p>Curriculum and Instruction, Management, School Community, Political/Cultural/Legal</p>	<p>12</p>	<p>Extra-curricular:</p> <p>A. Interview the Athletic Director, Fine Arts Director and/or Student Activities Director regarding the operations, responsibilities and logistics involved in implementation of the full range of extra-curricular activities including but not limited to the following:</p> <ul style="list-style-type: none"> ▪ Athletics ▪ Clubs ▪ Academic Contests ▪ Fine Arts ▪ Assemblies <p>B. Submit a summary of your findings. C. Provide recommendations for improving this program based on best practices learned in coursework.</p>
<p>2, 3, 4, 6</p>	<p>Curriculum and Instruction, Management, School Community, Political/Cultural/Legal</p>	<p>13</p>	<p>Volunteers</p> <p>Review or revise the existing volunteer handbook, OR, create a list of key components which should be included in a handbook for volunteers if a handbook does not currently exist, including:</p> <p>A. Where are volunteers used/could be used? (classroom, recess, school committees, tutors, chaperones, athletics) B. What process do you use for recruiting volunteers? C. What is the process for screening and evaluating volunteers? D. What is the process for conducting background checks?</p> <p>Solicit and coordinate parent volunteers in cooperation with school committees, tutor pool, health services, etc., and other school activities. Provide recommendations for improving the program based on best practices learned in coursework.</p>
<p>4, 6</p>	<p>School Community, Political/Cultural/Legal</p>	<p>14</p>	<p>Community Facility Usage</p> <p>A. Explain the policies, procedures, and cost for the members of the community to use school facilities, B. Explain the administrative role in the facility-usage policy.</p>

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			C. Provide recommendations for improving the program based on best practices learned in coursework.
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	15	Code of Ethics A. Access the Illinois Principals' Association website. B. Link to IPA Code of Ethics. C. Read the code and supply examples in which your host administrator demonstrated at least six (6) of the ethical behaviors described.
1, 2, 3, 4, 5, 6	Vision, Curriculum and Instruction, Management, School Community, Ethics, Political/Cultural/Legal	16	Diversity A. Read <u>Framework for Understanding Poverty</u> by Ruby Payne or <u>Closing the Achievement Gap: A Vision for Changing Beliefs and Practices</u> by Brenda Williams. Both are available on Amazon.com. Williams' book is also available from ASCD (www.ascd.org). B. Provide a synopsis of the book. NOTE: A maximum of 3 hours may be logged for this activity.
General	Required General Activity	17	Administrative Resume Create or update your resume for an administrative position and have it critiqued by your host administrator. Submit the revised resume for university supervisor's review.
General	Required General Activity	18	Reflection Submit a 3-5 page typewritten paper describing, analyzing, and synthesizing the practicum experience (i.e., What did you learn? How do you plan to apply these experiences?). This reflective analysis should be written in first person.
Additional activities developed by the mentor, university supervisor, and student to strengthen the student's leadership knowledge and skills			

3. Explain how the instructor will determine students' grades for the course: For each term, students must complete 60 logged hours, four major projects, and a minimum of six activities as outlined in the Practicum Student Handbook. In addition, students will be required to attend a seminar to discuss issues related to student learning and school improvement arising from the practicum. At the end of each term, the faculty supervisor will work in collaboration with the site mentor to complete an assessment of the student's performance during that term and assign a grade of credit or no credit.

PART III: OUTLINE OF THE COURSE

See above

PART IV: PURPOSE AND NEED

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

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

b. If the course or some sections of the course may be technology delivered, explain why (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.

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

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. After Summer 2014, delete EDA 5890.

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. NA

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. Core requirement for principal endorsement

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: All qualified department approved graduate faculty

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: None

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): NA

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/>

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**Disability
Services**

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581-6583