

Eastern Illinois University
REVISED COURSE PROPOSAL CSD 5710
Leadership and Administration in Higher Education

Please check one: ☐ New course ☒ Revised course

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: CSD 5710
2. Title (may not exceed 30 characters, including spaces): Leadership and Admin in H.E.
3. Long title, if any: Leadership and Administration in Higher Education
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: 2013

7. Course description:

This course is designed to provide graduate students in college student affairs with a working knowledge of Leadership and Administration in Higher Education. The intent of the course will be to study leadership strategies in higher education with a focus on staff development, management techniques, administrative principles and evaluation strategies.

8. Registration restrictions:

a. 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

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. 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:

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): None

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:
Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

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

9. Special course attributes: **None**

10. Grading methods (check all that apply): ☒ **Standard letter** ☐ C/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

1. List the student learning objectives of this course:

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.

Through readings, lecture, assignments and active class participation, students will

- a. explore and demonstrate problem-solving techniques.
- b. illustrate how personal values and perspectives impact leadership.
- c. reflect on their strengths and weaknesses as a leader and seek opportunities to develop leadership skills.
- d. identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.
- e. identify and discuss basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice.
- f. explain the advantages and disadvantages of different types of decision-making processes (e.g. consensus, majority vote, and decision by authority).
- g. identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions.
- h. articulate the logic used in making decisions to all interested parties.
- i. demonstrate informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.
- j. articulate meaningful goals for one's work.
- k. identify and describe personal and professional responsibilities inherent to excellence.
- l. understand the role alliances play in the completion of goals and work assignments.
- m. demonstrate an ethical commitment to just and sustainable practices.

- 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:

Learning Goals	Objectives
• Depth of content knowledge	b-m
• Effective critical thinking and problem solving	a
• Effective oral and written communication	h
• Advanced scholarship through research or creative activity	

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

Students will:

a. explore and demonstrate problem-solving techniques.	Case Study, Class Project
b. illustrate how personal values and perspectives impact leadership..	Chronicle Reaction Paper; Class project
c. reflect on their strengths and weaknesses as a leader and seek opportunities to develop leadership skills.	Chronicle Reaction Paper
d. identify various constructs of leadership and leadership styles that include but are not limited to symbolic, expert, relational, and inspirational.	Chronicle Reaction Paper; Final Exam
e. identify and discuss basic fundamentals of teamwork and teambuilding in one's work setting and communities of practice.	Case Study, Class Project

f. explain the advantages and disadvantages of different types of decision-making processes (e.g. consensus, majority vote, and decision by authority).	Case Study, Class Project; Final Exam
g. identify and then effectively consult with key stakeholders and those with diverse perspectives to make informed decisions.	Case Study, Class Project
h. articulate the logic used in making decisions to all interested parties.	Book Review Presentation & Summary Paper; Final Exam
i. demonstrate informed confidence in the capacity of ordinary people to pull together and take practical action to transform their communities and world.	Chronicle Reaction Paper; Class Project
j. articulate meaningful goals for one's work.	Class Project, Final Exam
k. identify and describe personal and professional responsibilities inherent to excellence.	Case Study; Chronicle Reaction Paper
l. understand the role alliances play in the completion of goals and work assignments.	Case Study; Chronicle Reaction Paper
m. demonstrate an ethical commitment to just and sustainable practices.	Case Study

Class Attendance and Participation (10%)

Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material and considering one's position with regard to those ideas and concepts. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.

Book Review Presentation and Summary Paper (25%)

Students will review and present on one leadership book. The presentation will be approximately 15 minutes and include PowerPoint and handout. Following the presentations, students will summarize all the presentations in an APA style 5 page paper. The paper should summarize the presentations for common themes and how college student affairs professionals can apply those themes in Higher Education.

Class Project (30%)

Students will be assigned to groups of three –five people to develop a project that will help make the CSA Program at EIU a more viable program. Suggested topics may include 1) develop a CSA Newsletter, 2) CSA Summer Reunion, 3) Develop Power Point/ Slides for CSA DAYS, 4) Orientation and Survey of new Students, 5) work with Student Affairs Pre-Professionals (SAPP), or 6) Revising CSA Student Handbook). Groups will complete a 5-7 page APA style paper on the project and present the findings to class using PowerPoint and handouts.

Case Study (15%)

Students will be placed in three groups and will be responsible for presenting a leadership case assigned by the instructor. This case study presentation must include relevant facts and problems associated with the case, researched solutions (minimum of 10 references) and ethical considerations that support a just and sustainable practice.

Chronicle of Higher Education Article Reaction Paper (10%)

Students will review and write a one page reaction on 8 different articles on leadership from the Chronicle of Higher Education.

Final Exam (10%)

There will be a final on selected material presented in class.

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

Grades will be based on the following criteria:

Class Attendance and Participation	10%
Book Review Presentation and Summary Paper	25%
Class Project	30%
Case Study	15%
Chronicle of Higher Education Article Reaction Paper	10%
Final	<u>10%</u>
Total	100%

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:

N/A

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- Describe how the integrity of student work will be assured:
- 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.):

5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A

- course objectives;
- projects that require application and analysis of the course content; and
- separate methods of evaluation for undergraduate and graduate students.

6. 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. 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.

Outline of the Course: 15 weeks of 150 minutes in class meetings.

Week	Lecture Topic
1	Introduction to Course
2	Leadership Theory; Becoming a Leader
3	Leadership Theory Cont.
4	Leadership Styles and the Importance of a Positive Attitude

5	Politics in Higher Education.
6	Recognizing Leadership Traits and Developing Leadership Skills
7	Book Review Presentations
8	Book Review Presentations
9	Case Studies
11	Decision Making Theory and Practice
12	Consensus Building in Higher Education; Overcoming Obstacles
13	Managing Conflict
14	Addressing Ethics in Leadership
15	Class Project Presentations

PART IV: PURPOSE AND NEED

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

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- 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. N/A
- b. If the course or some sections of the course may be technology delivered, explain why. N/A

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

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

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

- 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. None at graduate level
- 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.
Required for graduate students admitted to M.S. in College Student Affairs.

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. N/A

PART V: IMPLEMENTATION

1. Faculty member(s) to whom the course may be assigned:

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.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

2. Additional costs to students:

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.)

No additional costs to students.

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

Northhouse, P.G. (2012). Introduction to leadership concepts and practices (2nd ed.). Sage Publications.

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.

N/A

PART VII: APPROVALS

Date approved by the department or school: 1/23/13

Date approved by the college curriculum committee: 2/25/13

Date approved by the Honors Council (*if this is an honors course*):

Date approved by CAA: Not applicable CGS: 4/2/13

*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/~disabty/>

581-6583