

## ***Items Approved***

1. 12-10, EDL 5410, School Law, Revised Course Proposal
2. 12-11, EDL 5420, Managing Educational Resources, Revised Course Proposal
3. 12-12, EDL 5600, Introduction to Organization and Administration, Revised Course Proposal
4. 12-13, EDL 5630, Principalship, Revised Course Proposal
5. 12-14, EDL 5700, Enhancing Effective Practice, Revised Course Proposal
6. 12-15, EDL 5870, Personnel Administration, Revised Course Proposal
7. 12-16, EDL 5891, Practicum in School Leadership, New Course Proposal
8. 12-17, EDL 5892, Practicum in School Leadership, New Course Proposal
9. 12-18, EDL 5893, Practicum in School Leadership, New Course Proposal
10. 12-19, EDL 5900, Introduction to Research in Education, Revised Course Proposal
11. 12-20, Program Revision for MSED in Educational Leadership
12. 12-21, EDP 5300, Psychological Foundations for Educational Practice, Revised Course Proposal
13. 12-22, ELE 5520, High Quality Instruction, New Course Proposal
14. 12-23, SPE 5675, Assessments, Programs and Services for Students with Exceptionalities and English Language Learners

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## **Council on Graduate Studies Minutes**

*April 17, 2012*

The April 17, 2012 meeting of the Council on Graduate Studies was held at 2:00 p.m. in 3108 Blair Hall.

**Members Present:** Dr. Nora Pat Small, Dr. Carrie Dale, Dr. John Willems, Dr. Wesley Allan, Dr. Newton Key, Dr. Assege HaileMariam, Dr. Rendong Bai, Dr. Brent Walker, and Ms. Sanja Trtanj

**Members Absent:** Dr. Andrew McNitt

**Staff Present:** Mr. Bill Elliott, Ms. Lori Henderson, Ms. Patti Bailey

**Guests:** Dean Jackman, Dr. John Dively, Dr. Rick Roberts, Dr. Kathlene Shank, Dr. Joy Russell, Associate Dean Doug Bower

### **I. Approval of the April 3, 2012 CGS Meeting Minutes.**

Nora Pat Small motioned to approve, Assege HaileMariam seconded, the minutes were approved as written by acclamation.

### **II. Communications:**

#### **a. College Curriculum Committee Minutes:**

1. April 2, 2012, College of Education and Professional Studies Curriculum Committee minutes.

#### **b. Approved Executive Actions**

#### **c. Reviewed Executive Actions**

### **III. Items Added to the Agenda (Today):**

1. 12-49, HIS 4860, The Trojan War, History and Archaeology, New Course Proposal
2. 12-50, HIS 4865, Alexander the Great, New Course Proposal

Council approved by acclamation to add these two items to the agenda

#### IV. Items Acted Upon

1. 12-10, EDL 5410, School Law, Revised Course Proposal  
(3-0-3) EDL 5410. School Law.

This course includes an analysis of selected general legal authorities and principles that effect PK-12 school leaders educational institutions. In addition, the course will require students to consider legal and ethical consequences of decision-making in safeguarding the values of democracy, equity, diversity and social justice. Key content areas will include but not be limited to the various sources of legal authority, the court system, the legislative process, governance of schools, rules and regulations, school policies, religion, student and parent rights and responsibilities, teacher rights and responsibilities, technology issues, curricula decisions, student discipline, bullying, sexual harassment, tort liability, qualified immunity, gender equity, civil rights, residency, and search and seizure. Prerequisite(s): EDL 5600 Introduction to Organization and Administration

2. 12-11, EDL 5420, Managing Educational Resources, Revised Course Proposal  
(3-0-3) EDL 5420. Managing Educational Resources.

The course focuses on the identification, analysis and management of all resources essential to the successful operation of a school. Special attention is given to the understanding and responsibility of superintendents of schools, school principals, board members, students, teachers, and other staff members in promoting and nurturing quality relationships between the school and community. The course includes an investigative inquiry into how the efficient, effective and equitable utilization of all available resources critically impacts the establishment of educational programs focused on maximizing learning for all students. The course examines the Illinois fiscal operating systems to assist students in gaining an understanding of federal, state and local revenue sources, the requirement of accountability for these sources and the proper allocation of all resources to maximize the establishment of efficient, effective and equitable educational programming for all students. Students will be introduced to techniques for encouraging citizen involvement in schools, effective communication between the school and community, the use of media in promoting good school-community relations, community study and analysis, tax referenda and bond issue campaigns, and evaluations of school-community relations programs. Prerequisite(s): EDL 5600 Introduction to Organization and Administration (3 hrs.)

3. 12-12, EDL 5600, Introduction to Organization and Administration, Revised Course Proposal  
(3-0-3) EDL 5600. Introduction to Organization and Administration.

In this course, prospective school leaders are provided a brief review of the history of American education before focusing on the 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.

4. 12-13, EDL 5630, Principalship, Revised Course Proposal  
(3-0-3) EDL 5630. Principalship.

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. Prerequisite(s): Admission to the Principal Endorsement Program

5. 12-14, EDL 5700, Enhancing Effective Practice, Revised Course Proposal

(3-0-3) EDL 5700. Enhancing Effective Practice.

This course examines the context and complexities of instructional practice. Areas of focus include: the identification, articulation and development of effective curricular and instructional practices; the roles and responsibilities of the supervisor, mentor and instructional coach; and the implementation of professional learning communities, programs and processes that enhance learning for all students.

Prerequisite(s): EDL 5600 Introduction to Organization and Administration (3 hrs.)

6. 12-15, EDL 5870, Personnel Administration, Revised Course Proposal(3-0-3) EDL 5870. Personnel Administration

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. Prerequisite(s): EDL 5600 Introduction to Organization and Administration (3 hrs.)

7. 12-16, EDL 5891, Practicum in School Leadership, New Course Proposal(Arr-Arr-2) EDL 5891. Practicum in School Leadership.

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 as well as 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. \*EDL 5891, 5892 and 5893 comprise a year-long practicum opportunity. Student assignments and experiences may vary slightly depending on the host schools' mission, calendar and expectations. Prerequisite(s): 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

8. 12-17, EDL 5892, Practicum in School Leadership, New Course Proposal(Arr-Arr-2) EDL 5891. Practicum in School Leadership.

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 as well as 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. \*EDL 5891, 5892 and 5893 comprise a year-long practicum opportunity. Student assignments and experiences may vary slightly depending on the host schools' mission, calendar and expectations. Prerequisite(s): 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

9. 12-18, EDL 5893, Practicum in School Leadership, New Course Proposal(Arr-Arr-2) EDL 5891. Practicum in School Leadership.

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 as well as 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. \*EDL 5891, 5892 and 5893 comprise a year-long practicum opportunity. Student assignments and experiences may vary slightly depending on the host schools' mission, calendar and expectations. Prerequisite(s): 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

10. 12-19, EDL 5900, Introduction to Research in Education, Revised Course Proposal (3-0-3) EDL 5900. Introduction to Research in Education

This course is an introduction to the use of research as a school leader in current PK-12 educational settings. As such, the course will focus on understanding basic principles of scientific inquiry to conduct, review and analyze research methods as a part of a systemic school improvement process. Topics covered will include the creation of research questions/hypotheses, operational definitions of research constructs, sampling methods, experimental and quasi-experimental designs, internal and external validity, basic psychometric and statistical methods, quantitative and qualitative inquiry, data analysis and Action Research methods. In addition, students will write an Action Research proposal in the students' area of PK-12 education interest.

John Dively presented the above course proposals. Council approved (all considered in one vote) unanimously with the following revisions:

All proposals- Part IV: 1a. and 3. Need to reflect parallel language regarding revisions; change "WEBCt" to "Learning Management System" throughout the proposal; Part V: 3. Need to list any journal articles or supplementary readings, at least a representation of what other supplementary material will be used; change all grading scales to list percentages only, not points; check "summer" on courses to be offered section

Item 12-12: Change the reference to the "history" of American education to say "a brief review of the history of American education before focusing on current issues" to avoid implying the course is about the history of education

Item 12-13: on grading scale change to "less that 60% is F"

Item 12-16: page 6- the #4 activity is missing

Items 12-16, 12-17, 12-18: add to the course description- "EDL 5891, 5892 and 5893 comprise a year-long practicum opportunity. Student assignments and experiences may vary slightly depending on the host schools' mission, calendar and expectations."

Item 12-19: Part IV, 1. Instead of bullets use A,B,C,D

11. 12-20, Program Revision for MSED in Educational Leadership

John Dively presented the program revision, Council approved unanimously

12. 12-21, EDP 5300, Psychological Foundations for Educational Practice, Revised Course Proposal

Rick Roberts presented, Council approved unanimously with the following revisions: Clarify which graduate learning objective is met by what; change "reflection" to "reaction"; remove first person language; page 3- change "tolerance" to "inclusive"

(3-0-3) EDP 5300. Psychological Foundations for Educational Practice.

This course is designed to increase the effectiveness of classroom teachers by enhancing their understanding of themselves and their students. A goal of the course is to make the organization of teaching, learning, and performance compatible with the psychological structures in which students are most productive, engaged, and likely to learn.

13. 12-22, ELE 5520, High Quality Instruction, New Course Proposal

Joy Russell presented, Council approved unanimously

(3-0-3) ELE 5520. High Quality Instruction.

This course will provide a comprehensive study of research based instructional practices and explore various methods to facilitate adult learning in a school community. The following topics will be examined in the course: scientifically research based instruction across all content areas, with an emphasis on Literacy and Numeracy; Response to Intervention (Rtl) including an analysis of the three tiers of intervention; types of assessment; analyzing data to drive instructional decision making; adult learning theory; various leadership roles in a school; and professional development models. Prerequisite(s): EDL 5600 Introduction to Organization and Administration (3 hrs.)

14. 12-23, SPE 5675, Assessments, Programs and Services for Students with Exceptionalities and English Language Learners, New Course Proposal

Kathlene Shank presented, Council approved with the following revision- Part V, 2. Remove course packet cost

(3-1-3) SPE 5675. Assessments, Programs and Services for

Students with Exceptionalities and English Language Learners.

This course focuses on administrative selection and use of assessments and assessment strategies and use of data, including Rtl data, to provide assistance to teachers and other school personnel in addressing the curricular and behavioral needs of learners with exceptional learning needs (ELN) and English Language Learners (ELL). Specific administrative understandings to be developed in this course include: requirements for and development of individualized education programs (IEP) and individual family service plans (IFSP); curricular needs of learners with exceptionalities and English Language Learners; use of data and methods to assist teachers in addressing the curricular needs of learners with exceptionalities and English Language Learners; and curricular modification strategies, including Universal Design for Learning, and evidence-based/research-based instructional strategies to meet the needs of each learner, including those with an IEP/IFSP and English Language Learners. Each candidate will develop a data based plan which focuses on the needs of a school to support services required to meet the needs of students with IEPs; IFSPs; and Section 504 plans; ELL; students at tier two or three in the Rtl process; and learners with exceptionalities, including those identified as gifted. This plan will be developed utilizing a collaborative process. Course pre-requisites: EDL 5600, Introduction to Organization and Administration, and enrollment in or completion of an approved "principal preparation program" or permission of the Special Education Department Chairperson. Prerequisite(s): EDL 5600, Introduction to Organization and Administration, and enrollment in or completion of an approved "principal preparation program" or permission of the Special Education Department Chairperson.

#### V. Committee Reports:

**Textbook Advisory-** John Willems, will not continue as CGS rep on the electronic learning resources subcommittee, need to consider a replacement

**Library Advisory-** Newton Key, last meeting featured archives and honoring research awardees

**Academic Technology (ATAC)-** Rendong Bai, LMS selected not announced yet

**Enrollment Management-** Dean Augustine, not here

**Honorary Degree-** Andy McNitt, John Willems reporting there were four honorees and now there are three

**GSAC-** Bill Elliott, no report

**Council on Assessment of Student Learning-** Nora Pat Small, final meeting and putting final report together

**Enrollment Quality and Diversity Board-** Assege HaileMariam, -no report

**Team Grants Council-** Wesley Allan, never met

**VI. Other Items**

**VII. Dean's Report:**

Carrie Dale left at 4:00 pm

The meeting adjourned at 4:10 p.m.

*–Minutes prepared by Lori Henderson, Staff*

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The current agenda and all CGS minutes are available on the Web at <http://www.eiu.edu/~eiucgs>