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| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[ ] Undergraduate Curriculum Council**

**[X] Graduate Council**

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| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

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| Gwendolyn L. Neal 11/30/2020 **Department Curriculum Committee Chair** | Joanna M Grymes 1/14/2021  **COPE Chair (if applicable)** |
| Joan Henley 11/30/2020 **Department Chair** | Mary Jane Bradley 2/2/2021  **Head of Unit (if applicable)** |
| Wayne Wilkinson 1/5/2021  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 1/28/2021 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Lance G. Bryant 1/5/2021 **College Dean** | Alan Utter 2/26/2021  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Robert Williams, [rowilliams@astate.edu](mailto:rowilliams@astate.edu), 870-972-2949

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Summer 2021.

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

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|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **ELAD** |
| **Number\*** |  | **6573/7573** |
| **Title** |  | **Leading School Improvement** |
| **Description\*\*** |  | This course examines the qualities, dispositions, and characteristics of effective leaders, along with research and evaluation strategies for school improvement. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? Yes/No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **NO** Are there any prerequisites?
   1. If yes, which ones?

Enter text...

* 1. Why or why not?

Enter text...

1. YES Is this course restricted to a specific major?
   1. If yes, which major? Specialist in Education Principal Track; MSE in Educational Leadership
2. **Proposed course frequency [Modification requested? Yes/No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

NA

1. **Proposed course type [Modification requested? Yes/No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture

1. **Proposed grade type [Modification requested? Yes/No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard Letter

1. NO Is this course dual-listed (undergraduate/graduate)?
2. NO Is this course cross-listed? NO

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. NO Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. NO Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

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| Course Outline | |
| Module 1 | * Read Chapter 1: Leadership * Video: Transformational and Distributive Leadership with PLCs * Assignment: Discussion Board - Introduction * Assignment: APA Quiz * Assignment: SWOT Analysis |
| Module 2 | * Read Chapters 2: Decision Making * Read Chapter 3: Authority, Power, and Influence * Video: Introduction to Action Research * Video: Implementing Initiatives * Assignment: Case Study - School District Chips Away at Student Technology Literacy Problems (Decision Making and Planning for Technology) * Assignment: Researchers Action Plan – Research Topic |
| Module 3 | * Read Chapter 4: Communication * Video: Communication as a Leader * Video: Using PLCs to Increase Communication and Improve Learning Outcomes * Assignment: Case Study - Inservice or Disservice Education (Dialogue vs. Monologue – Decision Making, Communication, and Planning for School Improvement) * Assignment: Researchers Action Plan – Annotated Bibliography |
| Module 4 | * Read Chapter 5: Conflict Resolution * Read Chapter 6: Organizational Culture * Video: Data Collection for Action Research * Assignment: Case Study Analysis – Faculty Dissatisfaction and Low Morale * Assignment: High Reliability Schools Level 1 School Culture and Climate Survey Analysis * Assignment: Researchers Action Plan – Outline and Data Collection |
| Module 5 | * Read Chapter 7: Change * Assignment: Action Research Proposal Project * Assignment: Course Reflection |

1. **Proposed special features** **[Modification requested? Yes/No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

Existing faculty

1. Will this require additional faculty, supplies, etc.?

No

1. NO Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Academic rationale: Changes in educational leadership standards by accreditating agencies and department of education necessitate the addition of this course to meet the new standards. Students will 1) analyze the culture, organizational structure, policies, and procedures of a school in order to focus improvement efforts; 2) apply communication, decision-making, and organizational culture concepts by analyzing case studies; 3) connect effective leadership concepts to processes and procedures for school improvement; 4) select and use educational research and resources to develop plans for school improvement; 5) construct a plan to conduct school-based action research

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

The Department of Educational Leadership prepares school leaders to improve P-12 schools in the region. This course will enhance the existing program by providing candidates opportunities to apply knowledge and application of effective leadership principles.

c. Student population served.

Graduate Level; prepares existing licensed educators for leadership roles

d. Rationale for the level of the course (lower, upper, or graduate).

Graduate

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?

This course examines the qualities, dispositions, and characteristics of effective leaders, along with research and evaluation strategies for school improvement. The course will replace ELCI6533/7533 Theories of Instruction in the Building Level Principal Preparation Programs. The Action Research Paper will be used in the SPA accreditation as well as the CAEP accreditation.

\*Note that ELCI6533/7533 Theories of Instruction is not being deleted as it will now only be included in programs for Curriculum majors.

1. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

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| **Program-Level Outcome 1 (from question #19)** | This course examines the qualities, dispositions, and characteristics of effective leaders, along with research and evaluation strategies for school improvement. NELPS 1.2abcdf, 2.1abcdefgh, 2.2abcdef, 3.1abcdefghi, 3.2abcdef, 3.3c, 4.1abcdef, 4.2abdef, 4.4cd, 5.2abcdef, 5.3bf, 7.2abcde, 7.3abcdfgi,8.1, 8.2, 8.3; LEADS: 1A, 1B, 1D, 1E, 2A, 2E, 3D, 3E, 4A, 4C, 4E |
| Assessment Measure | Quizzes, case studies, papers, Action Research Paper |
| Assessment  Timetable | Fall, summer 1, as needed |
| Who is responsible for assessing and reporting on the results? | Program Coordinator of ELCI |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

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| **Outcome 1** | Analyze the culture, organizational structure, policies, and procedures of a school in order to focus improvement efforts. NELPS: 3.2a, 3.2c,, 3.3c, 4.1a, 4.1b, 4.1c, 4.2a, 4.2b, 4.2d. LEADS: 1A, 1B, 1E, 2A, 2E |
| Which learning activities are responsible for this outcome? | Textbook reading: Chapter 6: Organizational Culture  SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)  Survey Analysis: High Reliability Schools Level 1: Assessing the School Culture and Climate |
| Assessment Measure | SWOT Analysis (Strengths, Weaknesses, Opportunities, and Threats)Survey Analysis: High Reliability Schools Level 1: Assessing the School Culture and Climate |

*(Repeat if needed for additional outcomes)*

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| **Outcome 2** | Apply communication, decision making, and organizational culture concepts by analyzing case studies NELPS: 3.2e, 3.3c, , 4.1a, 5.3b, 5.3f,  7.2a, 7.2b, 7.2c, 7.2d, 7.2e; LEADS: 1A, 1B, 1D, 1E, 2A, 2E, 3D, 3E, 4A, 4C |
| Which learning activities are responsible for this outcome? | Case Studies:   * Decision Making and Planning for Technology: School District Chips Away at Student Technology Literacy Problems * Dialogue vs. Monologue – Decision Making, Communication, and Planning for School Improvement: Inservice or Disservice Education * Communication and Organization Culture: Faculty Dissatisfaction and Low Morale |
| Assessment Measure | Case Studies Analyses:• Decision Making and Planning for Technology: School District Chips Away at Student Technology Literacy Problems• Dialogue vs. Monologue – Decision Making, Communication, and Planning for School Improvement: Inservice or Disservice Education• Communication and Organization Culture: Faculty Dissatisfaction and Low Morale |

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| **Outcome 3** | Connect effective leadership concepts to processes and procedures for school improvement; NELPS: 1.2a, 1.2d, 2.1a, 2.1b, 2.1c, 2.1d, 2.1e, 2.1f, 2.1g, 2.1h, 2.2a, 2.2b, 2.2c, 2.2d, 2.2e, 2.2f, 3.1a, 3.1c, 3.1d, 3.1e, 3.1g, 3.1h, 4.1a, 4.1b, 4.4c, 4.4d, 5.2a, 5.2b, 5.2c, 5.2d, 5.2e, 5.2f, 7.2a, 7.2b, 7.2c, 7.2d, 7.2e, 7.3a, 7.3b, 7.3c, 7.3d, 7.3f, 7.3g, 7.3i; LEADS: 1A, 1B1 1D, 1E, 2A, 2B, 2D, 2E, 3E, 4A, 4C |
| Which learning activities are responsible for this outcome? | Textbook readings  Video: Transformational and Distributive Leadership with PLCs  Video: Communication as a Leader  Video: Implementing Initiatives  Video: Using PLCs to Increase Communication and Improve Learning Outcomes  Case Studies:   * Decision Making and Planning for Technology: School District Chips Away at Student Technology Literacy Problems * Dialogue vs. Monologue – Decision Making, Communication, and Planning for School Improvement: Inservice or Disservice Education * Communication and Organization Culture: Faculty Dissatisfaction and Low Morale |
| Assessment Measure | Case Studies Analyses:• Decision Making and Planning for Technology: School District Chips Away at Student Technology Literacy Problems• Dialogue vs. Monologue – Decision Making, Communication, and Planning for School Improvement: Inservice or Disservice Education• Communication and Organization Culture: Faculty Dissatisfaction and Low Morale; Action Research Proposal Paper |

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| **Outcome 4** | Select and use educational research and resources to develop plans for school improvement. NELPS: 3.1b, 3.1e, 3.1h, 3.1i, 3.2a, 3.2b, 3.2c, 3.2d, 3.2e, 3.2f, 4.1a, 4.1b, 4.1c, 4.1d, 4.1e, 4.1f, 4.2a, 4.2b, 4.2c, 4.2d, 4.2e, 4.2f; LEADS: 1A, 1B, 3E, 4A, 4E |
| Which learning activities are responsible for this outcome? | Video: Introduction to Action Research  Video: Data Collection and Action Research  Researchers Action Plan: Literature Review, Data Collection and Analyzing Data Plan |
| Assessment Measure | Researchers Action Plan: Literature Review, Data Collection and Analyzing Data Plan |

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| **Outcome 5** | Construct a plan to conduct school-based action research. NELPS: 1.2a, 1.2b, 1.2c, 1.2d, 1.2f, 4.1a, 4.1c, 4.1f, 4.2a, 4.2f, 8.1, 8.2, 8.3; LEADS: 1A, 1B, 3E, 4A, 4E​ |
| Which learning activities are responsible for this outcome? | Action Research Proposal Paper |
| Assessment Measure | Action Research Proposal Paper |

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

Bulletin Page 316

**ELAD 650V. Thesis**

**ELAD 6573 Leading School Improvement** This course examines the qualities, dispositions, and characteristics of effective leaders, along with research and evaluation strategies for school improvement.

**ELAD 6593. Supervised Internship** This capstone course provides students with practical hands-on clinical experience in a school setting. The course will focus on authentic problems and activities that require students to demonstrate leadership skills, and practices integral to the performance of the school administrator

Bulletin Page 317

**ELAD 750V. Thesis**

**ELAD 7573 Leading School Improvement** This course examines the qualities, dispositions, and characteristics of effective leaders, along with research and evaluation strategies for school improvement.

**ELAD 780V. Independent Study**