

COURSE APPROVAL/CHANGE DOCUMENT

(See back of form for instructions)

1. ADDITION ___ REVISION ___ TERMINATION ___

2. IF REVISION: denote changes (i.e. Title only; Title, CIP and Description; etc.):

3. COURSE NUMBER ___

4. COURSE TITLE _____

5. IF REVISION: Previous Course No. _____ Previous Title _____

6. FOR ADDITIONS AND REVISIONS -
FIRST TERM/YEAR TO BE OFFERED:

7. FOR TERMINATIONS ONLY -
LAST TERM/YEAR TO BE OFFERED:

Fall___ Spring___ Summer___ Term_____

Fall___ Spring___ Summer___ Term_____

8. COLLEGE:

9. DEPARTMENT NAME:

10. CIP CODE (Classification of Instructional Program / US Bureau of Labor Statistics): _____

11. FIXED CREDIT HOURS: YES___ NO___

12. VARIABLE CREDIT HOURS: YES___ NO___

___ Total Credit Hours

___ Min Total Credit Hours ___ Max Total Credit Hours

___ Lec Contact Hours

___ Min Lec Contact Hours ___ Max Lec Contact Hours

___ Lab Contact Hours

___ Min Lab Contact Hours ___ Max Lab Contact Hours

___ Other Contact Hours

___ Min Other Contact Hours ___ Max Other Contact Hours

13. CAN THIS COURSE BE TAKEN FOR ADDITIONAL CREDIT: YES___ NO___ If YES, total number of times course can be taken _____

14. MAXIMUM ENROLLMENT ALLOWED FOR COURSE: _____ Justification of maximum enrollment:

15. CLASS SCHEDULE TYPE/ FACULTY WORKLOAD: Choose appropriate schedule type:

Faculty Workload: _____

Class schedule type justification:

16. COURSE LEVEL:

17. GRADE TYPE:

18. DEVELOPMENTAL COURSE: YES___ NO___

19. CROSS-LISTED COURSE:

20. SPECIAL COURSE FEE? (Must be Board approved)

YES___ WITH _____ NO___

YES___ Amount \$ _____ NO___

21. Required faculty qualifications to teach this course:

22. GENERAL EDUCATION COURSE: YES _____ NO _____

If yes, please select one general education category:

If yes, please select up to three general education learning goals that reflect the priorities for student learning in the course. Please rank these in priority order, i.e. 1,2,3 by inserting the numbers/rankings into the boxes:

- ____ General Education Learning Goal 1: Ethical Reasoning
- ____ General Education Learning Goal 2: Global Learning
- ____ General Education Learning Goal 3: Information Literacy
- ____ General Education Learning Goal 4: Written Communication
- ____ General Education Learning Goal 5: Oral Communication
- ____ General Education Learning Goal 6: Critical Thinking
- ____ General Education Learning Goal 7: Quantitative Literacy

If the proposed new or revised course is a General Education course, please provide a short rationale why this course should be considered as a general education course.

Attach the following:

- a) Class syllabus using the syllabus template.
- b) Memo from Library Dean assessing available and needed library resources and services.
- c) If applicable, memos from Department Chair(s) in affected department(s) stating support or that issues/conflicts are resolved.

COURSE APPROVAL SIGNATURES

Department Chairperson

Dean of Kent Library

College Council

Educator Preparation Committee

General Education Council

Graduate Council

To obtain the next signature, save the pdf to your desktop and then email the form as an attachment to the next individual for signing. When submitting the form, the **email must come from your Southeast email account.**

Registrar's Office Use Only

SCACRSE _____ Degree Audit _____ Bulletin _____ Degree Map _____ SHATATR _____

Instructions for Completing Course Approval/Change Document

1. Is the course an Addition, Revision or Termination?
2. If Revision: Please list changes being made to course such as title change; or title, CIP, and description change, etc.
3. Course Number: Two letters (choose discipline from drop down menu) and three numbers (i.e., EN 140). For course additions, ask for a list of available course numbers from the Registrar's Office.
4. Course Title: Full title of course.
5. If Revision: Indicate previous course number and/or title if change has been made. A new course number must be used if the revised course is not equivalent to the previous course offered.
6. For Additions and Revisions-First Semester/Year To Be Offered: Indicate first semester/year course is to be offered or when changes to the revised course will be put into place.
7. For Terminations Only-Last Semester/Year To Be Offered: Indicate last semester/year course is to be offered. For course terminations skip questions 10-22.
8. College Name: Choose the College Name from drop down menu. UI/IU courses belong to the School of University Studies.
9. Department Name: Choose the Department Name from drop down menu. UI/IU courses belong to the School of University Studies.
10. CIP Code: Enter six digit code number. Contact Institutional Research for information.
11. Fixed Credit Hours: Enter the total credit hours student will earn for course. Lecture, Lab, and/or Other Contact Hours should be completed as appropriate. Lecture contact hours should equal the student credit hours earned for the lecture component of the class. Lab contact hours will in most cases be entered as a 2 to 1 ratio (2 contact hours equals 1 student credit hour) for the lab component of the class. Other Contact hours will be entered for field experience courses, internships, practicums, etc.
12. Variable Credit Hours: If course is variable credit hour, indicate total minimum hours and total maximum hours for which credit can be received. Indicate minimum and maximum lecture, lab, and/or other contact hours as appropriate. See 10 for more detailed instructions.
13. Can This Course be Taken for Additional Credit: Indicate if students will be allowed to enroll in this course more than once for additional credit. NOTE: If the course allows for multiple repeats, it is outside the normal repeat procedure. If a student making a grade of 'D' or 'F' wants to repeat the course for a better grade, special handling is required.
14. Maximum enrollment allowed for course: Indicate the total number of students allowed to enroll in this course and the justification for that maximum.
15. Class Schedule Type/Faculty Workload: See Class Schedule Types sheet on Document Share for appropriate type of course and faculty workload.
16. Course Level: Choose appropriate course level from drop down menu. 500 level courses are mixed undergraduate/graduate.
17. Grade Type: Indicate if course is standard grade (A, B, C, etc.) or Credit/No Credit
18. Developmental Course: Indicate if course is to be offered for degree credit or developmental credit.
19. Cross-listed Course: List course that is cross-listed across disciplines (e.g., PY120/CF120)
20. Special Course Fee: Indicate course fee amount as approved by Board of Regents
21. Required faculty qualifications: What are the degrees, areas of specialty, and/or other characteristics of a faculty member that would qualify them to teach this course.
22. General Education Course: Choose NO, or the category in which the course falls and the general learning goals.

Class Syllabus Template

- (1) **Course Number:** EA663
- (2) **Course Title:** Internship I: Leadership for Research in Action
- (3) **Catalog Description:** The first course of a capstone two-course sequence which provides candidates with experiences regarding research activities of the school leader.
- (4) **Prerequisites:** Candidates must be admitted to the Master of Arts in Educational Leadership program.
- (5) **Co-requisites:** NA
- (6) **Credit Hours:** 3
- (7) **Semester:** Summer, 2021
- (8) **Class Meeting Time(s), location and format:** Online course delivery
- (9) **Instructor:** Varied
- (10) **Instructor Contact Information:** Varied
- (11) **Concerns:** Questions, comments or request regarding this course should be taken to the instructor. Unanswered questions or unresolved issues about this class can be directed to Dr. C. P. Gause, Chair of the Department of Leadership, Middle and Secondary Education.
- (12) **Course Learning Outcomes:**
 - A. Students will read, interpret, use, and apply current research literature in order to inform their action research project and the cycle of inquiry.
 - B. Students will identify, develop and implement an action research project to address a significant problem/challenge area which is aligned to core values and the culture of the school community, using multiple sources of data connected to the school mission and vision. (1.1, 1.2, 1.3, 2.5, 2.7, 2.8, 2.9, 4.18, 4.22, 4.23, 5.26)
 - C. Students will develop a self-reflection regarding leadership preparation, professional growth, and legal implications of staff participation and student outcomes. (2.9, 5.26, 5.28, 5.29, 5.30)
 - D. Students will prepare and present the results of the action research project. (5.27, 5.28)
(Key Assessment)
- (13) **Course-specific Required Materials:**

Internship Manual (current edition). Southeast Missouri State University. Manual available each semester on the Moodle site.

All additional readings, websites, electronic links, and assignments will be available on the course Moodle site.

(14) **Course Content for the Performance Assessment for *the Aspiring Building Administrator*:**

A. The Leader as a Scholar-Practitioner

Class Hours: 4

Research Design (action research, qualitative, quantitative, and mixed method approaches); critical attributes and research process for each method

B. The Leader as an Action Researcher

Class Hours: 6

Use of the cycle of inquiry to evaluative, investigative, and analyze research methods designed to diagnose problems or weaknesses in an academic setting in order to develop practical solutions to address them quickly and efficiently.

The Aspiring Principal understands how to develop and implement a vision for the school to guide the learning of all students.

Class Hours: 7

Step 1: Visionary Leader (Competencies 1.1, 1.3)

1.1 Identifying a Problem/Challenge

1.2: Consequences if Problem is Not Addressed

1.3: Climate and Culture of School Site

(3 Aligned Artifacts; 1) Data, 2) Two Sources of Information, 3) Staff Demographics)

C. The Aspiring Principal understands how to ensure a viable and guaranteed curriculum, effective instructional practice, and coordinates the use of effective assessments and promotes professional learning and reflective practices.

Class Hours: 8

Step 2: Relational Leader and Innovation Leader (Competencies 4.20, 5.26)

2.1: Implement Plan to Address Problem/Challenge

2.2: Activities and Best Practices included in Plan

2.3: Communication with Staff to Ensure Success of Plan

2.4: New Knowledge Activities Provided by Plan

2.5 Staff Benefits of Professional Learning Activity

(5 Aligned Artifacts: 1) Sample Journal Article, 2) Sample Communication, 3) Sample Agenda/Professional Learning Activity Notice, 4) Sample Professional Reading, 5) Sample Survey)

D. The Aspiring Principal understands how to implement operational systems, oversee personnel and ensures equitable and strategic use of resources.

Step 3: Managerial Leader (Competencies 3.11, 3.13)

Class Hours: 8

3.1: Timeline included in Plan

3.2 Goals of Plan

3.3: Key Participants and Contribution to Resolve Problem/Challenge

- 3.4: Motivation of Staff to Support Plan
- 3.5: Formative and Summative Measures to Provide Evidence of Outcomes
(5 Aligned Artifacts: 1) Timeline, 2) Goals, 3) Key Participants, 4) Communication, 5) Evaluation Sample)

The Aspiring Principal understands how to continue personal professional growth, actively engage in reflective practice and apply new knowledge and understanding of the change and advocacy process. **Class Hours: 6**

Step 4: Innovative Leader (Competencies 5.28, 5.31)

- 4.1 Self-Reflection of Preparation for Effective Leadership
- 4.2: Self-Reflection of Growth as a Leader
- 4.3: Legal Implications Related to Staff Participation and Student Outcomes
(1 Aligned Artifact; 1) Legal Source)

- E. **The Leader as a Presenter** **Class Hours: 6**
Develop and present the results of the action research project through the use of a data wall format.

Total Class Hours: 45

Course Objectives:

- A. Compare and contrast qualitative, quantitative, and mixed methods approaches research designs.
- B. Implement the action research cycle of inquiry to evaluative, investigative, and analyze research methods designed to diagnose problems or weaknesses in an academic setting in order to develop practical solutions to address them quickly and efficiently.
- C. Critically analyze, evaluate, and use research literature to enhance the action research process.
- D. Develop collegial inquiry processes by involving key participants and describe their contributions to the action research process.
- E. Apply the results of the findings to develop a data wall format for the presentation of the action research project.

(15) Grading Scale and Policies:

- A. Forum Posts and Responses (10%)
- B. Action Research Plan (40%)
- C. Data Wall Presentation (40%)
- D. Reflective Response (10%)

Final letter grade:

90% to 100% -- A

80% to 89% -- B

70% to 79% -- C

0% to 70% -- F

(16) **Final Exam Schedule:** All performance assessment work is due the last week of the semester.

(17) **Additional Class Information:** The internship class, offered each semester, is delivered as a field-supervised experience. Orientation is offered once per semester for both the student and the field supervisor. Class assignments are to be completed and uploaded on the Moodle site developed for the class. Deadlines for each of the assignments are provided as well as a final deadline for the entire upload of the work.

Policy on late work is based upon individual faculty discretion. Every effort will be made to respond to emails within 48 hours during the work week. Every effort will be made to grade course assignments in 2 weeks, based upon scope of assignment.

The university supervisor (instructor for the class) will maintain a weekly communication/email with students; monthly communication/email will be maintained with the field supervisor, as per the guidelines established by the Missouri Department of Elementary and Secondary Education.

(18) **Academic Honesty** – Southeast Missouri State University expects all students, faculty and staff to operate in an honest and ethical manner. Academic dishonesty is a very serious offense because it undermines the value of your education and the education of others. Students who engage in academic dishonesty face significant penalties. Forms of academic dishonesty include, but are not limited to, plagiarism, cheating, contract cheating, misrepresentation, and other actions you take. Some of these are defined below:

- Plagiarism means passing off someone else's work as your own, whether it is intentional or unintentional.
- Cheating includes copying from another person or source of information to meet the requirements of a task.
- Contract cheating is paying someone else or a company to do your work.
- Misrepresentation means you are posing as someone else or someone else is posing as you to complete a task.
- Collusion means working with one or more people to cheat. If you help someone cheat or plagiarize you will face the same penalties.

For more information, visit the Responsible Redhawks Code of Conduct

<http://www.semo.edu/responsibleredhawks/code-of-conduct.html> or the Faculty Handbook Section (D) on Academic Honesty <http://www.semo.edu/facultysenate/handbook/5d.html>

(19) **Accessibility** – Southeast Missouri State University and Disability Services are committed to making every reasonable educational accommodation for students who identify as people with disabilities. Many services and accommodations which aid a student's educational experience are available for students with various disabilities. Students are responsible for contacting Disability Services to register and access accommodations. Accommodations are implemented on a case by case basis. For more information, visit <http://www.semo.edu/ds/> or contact Disability Services at 573-651-5927.

(20) **Civility** – Your university experience is purposely designed to introduce you to new ideas, help you think effectively, develop good communication skills, evaluate information successfully, distinguish among values and make sound judgements. Doing this well requires respectful and courteous discussion among and between students and the instructor. Together, we must create a space where we acknowledge and respect others have different experiences, perspectives and points of view. Disagreements are likely. Mutual respect for one another and a willingness to listen are important. Remember, you are responsible for your behavior and actions. There is a no tolerance policy on bullying or harassment of any kind. Additional information on student conduct may be found at: <http://www.semo.edu/pdf/stuconduct-code-conduct.pdf?ver=1.0> and http://www.semo.edu/pdf/Conduct_Faculty_Resource_Guide.pdf

(21) **Mandatory Reporting** – I will keep information you share with me confidential to the best of my ability, but as a professor I am legally required to share information about sexual misconduct and crimes I learn about to make our campus and community safe for everyone.

(22) **Student Success** – This course uses SupportNET, Southeast’s student success network, to improve communication between students, faculty and staff on campus. You’ll get emails through SupportNET with information about resources or concerns. Please read these emails—they are sent to help you succeed! You can access SupportNET through your portal, Moodle or directly at supportnet.semo.edu to see any academic alerts, ask for help and to access resources to support your success at Southeast.

*Definition of ‘blended’ to be added.