

APPROVED RECEIVED

The University Of Toledo

Existing Course Modification Form

Administrative Use Only (rev. 9/2011)	
Code:	CM
Date Received:	/ (mm/dd/yyyy)
Date Effective:	/ (mm/dd/yyyy)
CIP Code (If changed):	
Subsidy (If changed):	

Please enter the changes below to each existing course. If changes are too extensive for this format, attach a page with all information.

College: Judith Herb College of Education, Health Science and Human Service	Dept: Educational Foundations and Leadership
Contact Person: Randall Vesely, Ph.D.	Phone: 419-530-8438
Email: Randall.Vesely@utoledo.edu	

PRESENT	PROPOSED
Course Alpha/Numeric: EDAS 6190	Course Alpha/Numeric: EDAS 6190
Course Title: Integrated Experiences in Education Administration	Course Title: Integrated Experiences in Education Administration
Credit Hours: 2	Credit Hours: 3
Cross Listings:	Cross Listings:
Prerequisites:	Prerequisites:
Catalog Description: Working in a guided reflective practice environment, the student will apply knowledge gained in previous coursework to working in school building operations.	Catalog Description: Working in a guided reflective practice environment, the student will apply knowledge gained in previous coursework to working in school building operations, and to developing a professional portfolio.
UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture	UNIV CORE: <input type="checkbox"/> Engl <input type="checkbox"/> Hum <input type="checkbox"/> Math <input type="checkbox"/> Sci <input type="checkbox"/> Soc Sci <input type="checkbox"/> US Culture <input type="checkbox"/> Non-US Culture
TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics	TRANSFER MODULE: <input type="checkbox"/> Arts & Humanity <input type="checkbox"/> Engl <input type="checkbox"/> Math <input type="checkbox"/> Soc Sci <input type="checkbox"/> Natural Sci & Physics

Reason for Change: This course (EDAS 6190) was deactivated in spring/summer of 1999, due to changes that occurred in the Ohio Administrator Licensing Requirements, and EDAS 8190 was

changed from 2 credit hours to 3 credit hours. Since 1999, the Educational Administration and Supervision faculty have identified a need for those students seeking the Master's degree to also have a culminating field experience, allowing students the opportunity to demonstrate theoretical understandings in a practical situation. The modified EDAS 6190: Integrated Experience in Education Administration, moves from a 2 credit hour course to a 3 credit hour course as students will not only be required to demonstrate competence through course work and practical field experiences, but also to engage in ongoing portfolio development. The culminating experience provides "real-life" experiences that allow students to apply theory and knowledge of subject matter and to assess and reflect on the interaction of theory and practice.

Has course content changed? ☐ Yes ☒ No

If Yes, give a brief topical outline of the revised course:

NOTE: Please attach a copy of the syllabus or course outline.

Has the course changed from a non-core curriculum course to a core curriculum course?

☒ Yes ☐ No

List any course or courses to be dropped:

APPROVAL:

	Signature	Date
Department Curriculum Authority:	Cynthia Beehly	4-24-12
Department Chairperson:	William M. Gray	2012-APR-04
College Curriculum Authority:	Rebecca Schneider	4-23-12
College Dean:	Barbara J. Dwyer	4-24-12

After college approval, submit the original signed form to the Faculty Senate (UH3320) for undergraduate-level courses; for graduate-level courses submit the original signed form to the Graduate School (UH3240). For undergraduate/graduate dual-level courses, submit the proposals to each office.

	Signature	Date
UUC or Graduate Council Curriculum Chair:	PLH	10-16-2012
Faculty Senate Core Curriculum Committee Chair:		
Office of the Provost:		
Registrar's Office:		

THE UNIVERSITY OF TOLEDO
JUDITH HERB COLLEGE OF EDUCATION, HEALTH SCIENCE, and HUMAN
SERVICES
DEPARTMENT OF EDUCATIONAL FOUNDATIONS and LEADERSHIP
2012
Course Syllabus

Course: EDAS 6190: Integrated Experiences in Education Administration (3 cr.)

Instructor: Randall Vesely

Phone: 419-530-8438 (office)

Office: 1000K Gillham Hall

Office Hours: W 9am-4pm Th 9am-4pm

Randall.Vesely@utoledo.edu

Course Prerequisites: Student should have completed 18 credit course hours in the EDAS Master's Program before taking this course.

Course Description: This course is the first internship or field experience for students who are seeking the M.Ed. in Educational Leadership and Supervision. This course analyzes practices used in school buildings/districts for educational programs in the state of Ohio. On site field work is required. This course requires 4 lecture/class meetings and 40 hours of documented internship experience. It is highly recommended that interns select cooperating administrators for this field experience who are their immediate supervisor and/or 2) in the buildings in which they work. The intern should discuss placement with the instructor before a final decision is made. The intern should assume responsibility for self direction in the selection of appropriate activities in consultation with the instructor and the cooperating administrator. The class meetings provide the student with opportunities for participation, discussion, and reflection on the educational administration and supervisory activities s/he has participated in or observed.

Course Objectives:

1. To engage in a practical learning experience which is specifically designed to enhance the student's knowledge, skills, and dispositions in educational administration at the building level.
2. To relate theory to practice through real work experiences.
3. To develop an understanding of the school principal's role in providing leadership, direction, and meaning to the work of the school.
4. To increase and enhance awareness and understanding of the work world of the practicing educational leader.
5. To increase awareness of the student's own strengths and weaknesses as an educational leader.

6. To experience the problems and issues of educational administration in context.
7. To expand the student's networking with area administrators.
8. To provide opportunities for problem-solving experiences through the application of knowledge and theory learned in coursework.
9. To develop the necessary interpersonal skills to be an effective school leader.
10. To develop an understanding of the importance of ethical, responsible, and legal leadership.

Attendance at course meetings is mandatory. The University of Toledo policy on attendance allows excused absences for 1) personal emergencies, including but not limited to, personal illness of the student or member of the student's immediate family, 2) death in the family, 3) religious observations, 4) participation in University sponsored activities, or government required activities. It is the responsibility of the student to notify the instructor **in advance** of any absence, either by e-mail or voicemail. Otherwise the student will not be allowed to make up work required for the absence.

Course Requirements: Each student will log a minimum of **40 hours** at an approved school site(s) with an approved school principal(s). Three hours of credit are granted based on attendance at all seminars and completion of the pre-approved proposal submitted by the student. The plan must be documented with 40 hours of field work which are verified with a signature upon completion by the approved cooperating administrator.

Four seminar meetings to be held with the instructor and other students enrolled in the field experience. These seminars are designed to promote networking among prospective and current administrators, provide opportunities for critical reflection on experiences, and share problems and discuss issues which occurred during the field experience. Readings will be assigned for seminars.

In addition, the student will

1. Complete the proposal form prior to the beginning the internship experience and have it signed by the cooperating administrator(s) and by the instructor.

2. Complete the proposal outline for the planned field experience. The proposal should include a minimum of three activities for each ELCC Standard. Discuss this proposal with your cooperating administrator so you have an agreed upon plan for what you are going to do. Include

- A. a rationale/ purpose for the selection of each substandard.
- B. a general description of time, place, people, for the substandard
- D. the knowledge, skills, and/or dispositions you hope to acquire

3. Set up a meeting with the cooperating administrator, yourself, and the instructor. This meeting should be at the school site(s) where you will be doing your work. This meeting should occur as soon as possible after you begin to log hours.

4. Class Seminars. You are required to attend **all** class meetings. Each of these meetings will focus on a particular topic or issue. You will have written and/or reading assignments for these classes.

5. Substandard Completion Forms/Logs You are expected to document the activities you complete which will be turned in at the end of your internship with your portfolio. Each form must be signed at the end of the activity by the cooperating administrator. In addition to the , you should also keep a **journal** of your reactions, analyses, reflections, and responses to these activities. You may write in this journal as often as you feel valuable, but you should include a journal/reflection for each substandard activity.

6. Anonymous Case Reflections. You are to choose problematic situations or critical incidents which you encounter during your internship and analyze these using the case record format. You are to recommend at least one solution to the situation or incident; discuss the response you observed and if/how you might have responded. This assignment provides an opportunity for interns to share experiences about events or experiences in administration. Do **NOT** use real names of actual people or places in your case reflection. Examples of events or experiences for reflection may include activities such as the reprimand of an employee, discipline of a student, a parent complaint, teacher/student issues, or teacher dissatisfaction with rules or assignments. The reflections will be shared in class and turned in with your final portfolio. One is due for each class meetings as listed on the class schedule (six total).

7. School Faculty Meeting. Attend a regularly scheduled school faculty meeting. Describe the meeting: person(s) in charge, interactions, topic (s), length of time, atmosphere. Was it a business meeting? Professional development? Who was NOT there? Reflect on your reaction to the use of the time. The report should be two pages.

8. Teacher Contract Study. Using a copy of the Teachers Negotiated Agreement, discuss the scope of it with the cooperating principal in terms of benefits, restrictions, principal requirements, job descriptions, and evaluation procedures. Does the Agreement support student learning? Attach copy of the document which will be returned to you. This report should be three pages.

9. Principal Shadowing. Shadow a school administrator, NOT in your own building, for a minimum of six hours. Use 15 minute intervals to document the types of interactions and experiences throughout this time. Include the type of activity you saw (relate to ELCC standards where possible), people involved, reasons for the

interactions, and outcomes. Summarize your observations and reflections on what you saw and the responsibilities and expectations of this principal.

10. Administrator Interviews. Interview three administrators in the same school district at three different levels. **Be sure one is a Central Office administrator.** Prepare and turn in a list of questions which you used with all three people. Discuss with them and comment in your paper on each of the Ohio Principal Standards and how the administrator fulfills these. How are their perspectives different in answering these questions? Other information may be included about their job description (obtain a copy if possible), experience in administration, beliefs about leadership, their greatest challenges, and/or what they like and dislike about their jobs. Write a three page report as you reflect upon your findings. Please do not use personal names, only job titles in your report.

11. Student Services Examine the student services provided in the building, e.g., nursing, guidance, attendance, media/library, ESL, or intervention help or student assistance. How well do these services support student learning? Are there services missing or in short supply which would contribute to student achievement? Report your findings by analyzing the needs of the students and the services provided; three pages is maximum.

12. Special Education Examine the special education program as it exists in the building. How much inclusion is used? How are services provided to students? How are groups served differently? How do special education services support student learning? Discuss special education with the principal. What background does the principal have in this area? Does s/he feel comfortable with this training? Summarize your findings in three pages.

13. Community Project or Product. You are to develop an activity or product in which you work to improve the functioning of the school or school district with community organization(s), social service groups, parent groups, and/or school boards. In a minimum two page report, describe the need for the project, the project itself, your work and activity on it, and the end result of your work. The project may involve improvements for staff, students, or parents. Attach a copy of the final project or product.

14. Final Internship Report At the conclusion of your internship, you are to write a written assessment of your experience, maximum of three pages, including your reactions to the internship, strengths and weaknesses of your experience, implications for your career goals, reflections on the work with the cooperating administrator(s), and the final assessment of your experience as described in your original proposal. The cooperating administrator will be asked to complete an evaluation of your internship

experience. You may want to remind him/her to return it directly to the instructor in the envelope provided at the completion of the internship.

15. Final Leadership Portfolio. At the end of the field experience, you are required to turn in all documentation of activities during the internship. The Portfolio, which can be used for job applications and interviews, should begin with the one page narrative of your leadership philosophy. Items which should be included are as follows: original proposal, log sheets, journal responses, case reflections, all written reports (#7-13), the project or product you developed, the comparison study, and a written response to the internship **including a final evaluation of the goals in your proposal**. This written self evaluation should be a maximum of three pages and include your reactions to the field experience, strengths and weaknesses of your work, implications for your career goals, and any comments or reflections on the work of the cooperating administrator. Part of this Portfolio includes the completed logs of total hours which must be signed by your cooperating administrator at the completion of your field experience. The Portfolio may also display selected information about your strengths and leadership and internship activities. You may also include personal recommendations and other leadership activities you have had (committees, grants, presentations, etc.)

Course Grade: ACTIVITIES #1 THROUGH #15 MAY NOT BE COUNTED TOWARDS THE 40 HOURS OF INTERNSHIP. THESE ACTIVITIES ARE IN ADDITION TO YOUR INTERNSHIP ACTIVITIES.

Academic dishonesty will not be tolerated. Examples of academic dishonesty include but are not limited to plagiarizing another person's work, submitting the same work to fulfill requirements for more than one course, giving or receiving aid to another student for work which is to be done independently, or documenting work for the internship which the student did not do. The student will receive an F for the course or coursework and may be placed on probation or expelled. The sanction may become part of the student's permanent record at UT.

The course grade will be based on the following work and assessments:

#4 Attendance and participation at all seminars	100 pts.
#11 Student Services Report	100 pts.
#12 Special Education Report	100 pts.
#13 Project or Product	100 pts.
#9 Principal Shadowing	100 pts.
#8 Teacher Agreement Study	100 pts.
#7 Faculty Meeting Report	100 pts.

#10 Administrator Interviews	100 pts.
# 6 Six Case Studies (15@)	90 pts.
# 1,2,3, 5,14,15 Documentation (logs and journals) of all hours and activities and	
Final Report and Leadership Portfolio	110 pts.

TOTAL: 1000 pts. 900-1000= A 800-899=B 700-799=C 600-699=D

The University of Toledo
Legacy Couse Inventory Scan (128)

Course	No Def	Course Title	TERMS		CREDIT OFFERED				Dept
			1st	FnI	Min	Max	Con	Col	
EDAS6190	1	INTGRTD EXPERIEN ED ADMIN	19974	19993	2.00	2.00	F	EDU	EDL

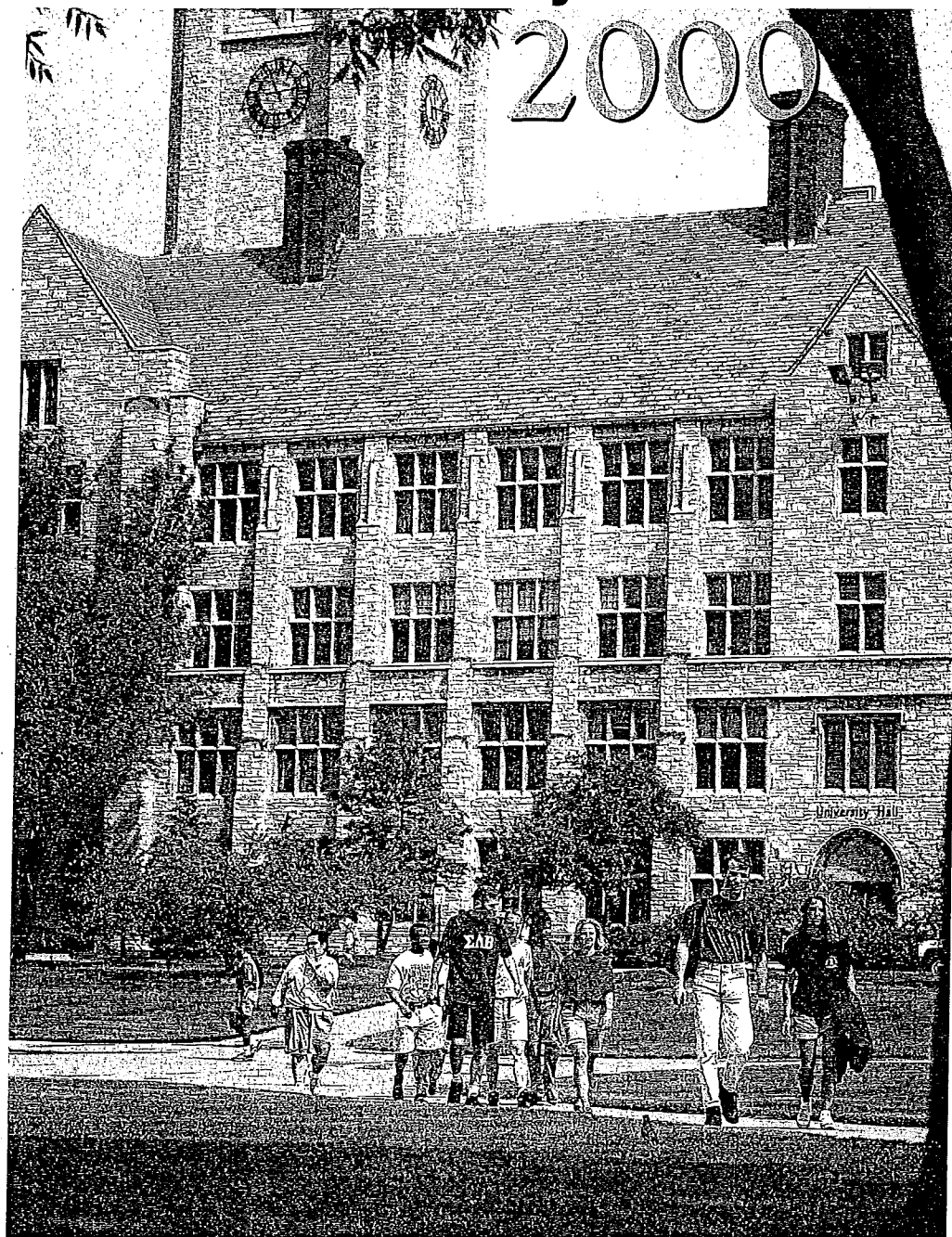
Report Selection Parameters

Course:

Report Description: SIS Screen 128

Report Author: Brian S, WTA

1998 The University of Toledo



graduate school catalog

college of education and allied professions

EDAS - EDUCATIONAL ADMIN & SUPERVISION

Department of Educational Leadership (EDU)

EDAS - 5950/7950 WORKSHOP IN EDUCATIONAL ADMINISTRATION

[3 hours] Topical workshops, based on practical application of skills and knowledge, are intended for in-service educational professionals. Credit may be applied to doctoral degrees upon approval of the committee. Prerequisite: Permission of the Instructor

EDAS - 5980/7980 SPECIAL TOPICS IN EDUCATIONAL ADMINISTRATION

[3 hours] Courses, based on issues, topics, and concerns of educational administrators for the real world. Credit may be applied to degree programs upon approval of the adviser or committee. Prerequisite: Permission of the Instructor

EDAS - 6000/8000 THE INDIVIDUAL IN ORGANIZATIONS

[3 hours] An overview of the individual in educational administration, i.e., as strategic leader, organizational leader, instructional leader, and policy/community leader. Opportunities for personal assessment are provided as students explore critical educational issues.

EDAS - 6010/8010 SUPERVISION FOR IMPROVED INSTRUCTION

[3 hours] An examination of those principles of supervision which promote improved instruction. Emphasis is on teacher performance evaluation, curriculum management and strategies for staff development to improve staff performance. Prerequisite: EDAS 6/8000

EDAS - 6020/8020 INSTRUCTIONAL LEADERSHIP

[4 hours] An in-depth analysis of instructional leadership to improve teacher classroom performance. Attention will focus on instructional analysis, strategies for providing feedback, and writing professional growth plans. Prerequisite: EDAS 6/8000, 6/8010

EDAS - 6030/8030 DEVELOPING EFFECTIVE LEARNING ENVIRONMENTS

[3 hours] An exploration of group dynamics/processes. Development of effective action plans to improve school climate/culture and the learning environment is explored using problem-based learning. Prerequisite: EDAS 6/8000

EDAS - 6110/8110 LEGAL ASPECTS OF SCHOOL ADMINISTRATION

[3 hours] This course provides students an opportunity to analyze major topics and issues through which law influences education. Participants will examine the basic legal structure for education.

EDAS - 6150/8150 THE ADMINISTRATIVE EXPERIENCE

[4 hours] A study of administrative leadership

for modern schools. Emphasis is on blending current theory and practice and examining the interaction among the organization and the internal and external environment. Prerequisite: EDAS 6/8000, 6/8020

EDAS - 6190/8190 INTEGRATED EXPERIENCES IN EDUCATION ADMINISTRATION

[2 hours] Working in a guided reflective practice environment, the student will apply knowledge gained in previous coursework to working in school building operations.

EDAS - 6200/8200 SCHOOLS FOR THE FUTURE

[3 hours] Course addresses current Pre K-16 national and regional reform agendas, relating them to systemic changes in policies, governance, and articulation of learner outcomes in local settings.

EDAS - 6210/8210 LEADERSHIP IN DIVERSE SETTINGS

[3 hours] Issues of multicultural, cross-cultural, race, gender, ethnicity, inter-agency cooperation in school settings are examined in diverse settings — urban, suburban, and rural, noting problems, concerns, and common issues for leaders.

EDAS - 6220/8220 ADMINISTRATION OF SPECIAL PROGRAMS

[3 hours] This course examines the administration of special programs that operate at the district and school level. These include special education, Chapter I, vocational education, guidance, and athletic programs.

EDAS - 6230/8230 COMMUNITY AND SCHOOLS

[3 hours] The unique role of school systems in the democratic social structure is examined through a theoretical critique of strategies that increase citizen involvement in and build support for schools. Prerequisite: Graduate standing

EDAS - 6240/8240 DEVELOPING LEARNING ORGANIZATIONS IN EDUCATIONAL SETTINGS

[3 hours] Course introduces the theories, techniques, and practices of planned organizational learning. Students examine the philosophical, theoretical, and practical differences of organizational development as interventionist, consultative, and collaborative processes. Prerequisite: Adv. Graduate Standing

EDAS - 6310/8310 SCHOOL DISTRICT LEADERSHIP

[3 hours] Analysis of duties, roles, and responsibilities of local school district leadership. Specific competencies of building school support, planning, curriculum development, personnel, legal, financial, and planning are covered.

EDAS - 6320/8320 SCHOOL BUSINESS MANAGEMENT

[3 hours] The purpose of the course is to involve students in an analysis of the role and functions of school business management. Participants

will analyze data in each topical area of school business management.

EDAS - 6330/8330 COLLECTIVE BARGAINING AND DISPUTE RESOLUTION

[3 hours] The purpose of the course is to examine the issues that arise before, during, and after the collective bargaining process in the public sector, including resolving labor disputes and grievances.

EDAS - 6350/8350 COMPUTERS IN EDUCATIONAL ADMINISTRATION DECISION MAKING

[3 hours] This course allows the development for increased decision making based on local, state and national retrievable data concerning learning, achievement, efficiency, and effectiveness of resource allocations.

EDAS - 6360/8360 PERSONNEL MANAGEMENT AND CONTRACT ADMINISTRATION IN EDUCATION

[3 hours] Course provides insight into the purposes, policies, and processes of personnel administration and contract administration in public education, including recruitment, hiring, induction, evaluation, compensation, and development.

EDAS - 6380/8380 PLANNING EDUCATIONAL FACILITIES FOR LEARNING

[3 hours] This course examines the issues surrounding planning, building, and maintaining educational facilities appropriate for maximizing learning. Included is an examination of legal, health, and safety requirements.

EDAS - 6420/8420 MICROPOLITICS OF SCHOOL COMMUNITIES

[3 hours] Course focus is on the day to day politics of school work that increase the complexities of educating. Using case studies and problem-based learning, students will practice skills that support democratic practices in school communities. Prerequisite: School-Community Relations; Adv. Grad Standing

EDAS - 6430/8430 LEGAL ASPECTS OF EDUCATIONAL ADMINISTRATION

[3 hours] This course provides students a background in legislation and court decisions that affect the administration of public schools. Students will investigate legal problem areas in schools.

EDAS - 6440/8440 EQUITY ISSUES IN EDUCATIONAL FINANCE AND ECONOMICS

[3 hours] Analysis of educational finance and economic issues pertinent to school districts. Analysis of various funding models at the local, state and national level are studied employing various measures of equity.

EDAS - 6920 MASTER'S PROJECT IN EDUCATIONAL ADMINISTRATION

[1 - 3 hours] Open to graduate students who elect the completion of a research project in full-

APPROVED

CODE: _____

DATE RECEIVED: _____

The University of Toledo

APPROVED COURSE MODIFICATION FORM (CM-COURSE)

Please enter the changes identified below to each specified course for which a CC5 has been previously submitted and approved. If changes are too extensive for this format, attach a page with all information.

College EDAP Dept/Academic unit Ed. Leadership

Present

Supply all information asked for in this column.

Department Ed. Leadership

Course Alpha/Number EDAS 6/8190

Course Title Integrated Experiences
Practices in Action

Credit Hours 2

Prerequisite(s) _____

Catalog Description (only if changed) _____

Proposed

Fill in appropriate blanks only where entry differs from first column.

EDAS 8190 ONLY

3 approved
6-10-1999

Reason for change In new licence and program requirements, this course is only offered at the post-master's level.

Is course content changed? No

If course content is changed, give a brief topical outline of the revised course on an appended sheet.

List any course or courses which are to be dropped. _____

Department Curriculum Authority: Steven Hall 9/28/98

Department Chairperson: James Fison 9/28/98

College Curriculum Authority: Steven McFarland 10-9-98

College Dean: Joel Maynard 11-18-98

UUCG or Graduate Council Curriculum Chair: Henry Bulmahn 3-16-1999

Registrar: _____

Contact Person: _____ Phone: _____ E-Mail: _____

COURSE MODIFICATION FORM (CM-COURSE)

APPROVED

CODE: _____

DATE RECEIVED: _____

The University of Toledo

APPROVED COURSE MODIFICATION FORM (CM-COURSE)

Please enter the changes identified below to each specified course for which a CCS has been previously submitted and approved. If changes are too extensive for this format, attach a page with all information.

College EDAP Dept/Academic unit _____ Ed. Leadership _____

Present

Supply all information asked for in this column.

Department Ed. Leadership

Course Alpha/Number EDAS 6/8190

Course Title Integrated Experiences

Practices in Action

Credit Hours 2

Prerequisite(s) _____

Catalog Description (only if changed) _____

Proposed

Fill in appropriate blanks only where entry differs from first column.

EDAS 8190 only

2 2 2 3 2 5
for

Reason for change In new licence and program requirements, this course is no longer offered at the post-master's level.

Is course content changed? No

If course content is changed, give a brief topical outline of the revised course on an appended sheet.

List any course or courses which are to be dropped. X EDAS 6190 close

Department Curriculum Authority: Steven Hall 9/28/98

Department Chairperson: James Figer 9/28/98

College Curriculum Authority: Sharon McFarland 10-9-98

College Dean: Joel Maynard 11-18-98

UUCC or Graduate Council Curriculum Chair: Henry Bulmahn 3-16-1999

Registrar: _____ Date _____

Contact Person: _____ Phone: _____ E-Mail: _____


MEMORANDUM

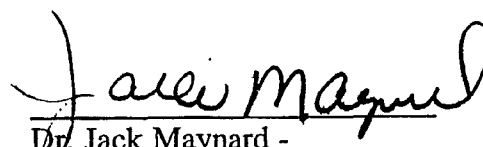
DATE: June 1, 1999
TO: Dr. Heinz Bulmahn - Graduate School
FROM: Ruth Ann Easterwood
Secretary Educational Leadership (X2461)
RE: Course Modification Form for EDAS 6/8190

Please refer to the attached course modification form for the EDAS 6/8190 Integrated Experiences: Practices in Action classes. This course form went through with the proposed changes recommending that it was only offered at the 8 level for three credit hours. The form was forwarded to Dr. Maynard's secretary. It went to Tina listed as three hours on both present and proposed courses/changes. When I realized that the present credit hours listed should have read two and not three I called her to have her change the present credit hours to 2 and the proposed credit hours to be left at three credit hours. She mistakenly changed both present and proposed credit hours to two credit hours. It was then forwarded through the system for processing.

Dr. Baldwin and Dr. Piper signed this form with the understanding that the course was going to be offered on the 8 level only and that it was being changed from two to three credit hours because more hours were needed to conform with the new licensure standards. Please adjust/correct your records and have the records system changed to show EDAS 8190 as a three credit hour course effective Fall, 1999.

The following agree with this information:


Dr. James Piper - Interim Chair
Educational Leadership Dept.


Dr. Jack Maynard -
Assoc. Dean
College of Education

approved
JR 6-10-1999