

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/4/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan. 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827-739

DATE/SIGNATURE OF REGISTRAR B. J. Kelsey 10 Jan 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Current Issues in Education**
- b. Sponsors: Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Forces of Change in American Society
- g. Suggested time and scale of implementation: Spring 1
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A -- new course

2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

Education is a dynamic field. As such, there is the need to provide the opportunity for students to engage in the study of emergent issues, some of which may be integrated into the curriculum at a later date. This course will have a changing focus that will permit faculty to offer specialized seminars focusing on new developments in the field, on issues of significance where advanced specialization would be helpful to educational leaders, on areas of faculty research and scholarship, or in response to student requests. Multiple sections of this course, each focused on a different topic, may be offered during a given semester. Students may take this course for elective credit more than once, as long as the

theme of the course is different each time that the student enrolls. (Each topic will not be taught in more than two semesters; courses that might be added to the electives list on a continuing basis will be subjected to the traditional course approval process.)

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes:

- (1) Provide students with the opportunity to engage in the study of topics of emerging interest to the K-12 sector that are not covered in the existing curriculum.
- (2) Provide students with the opportunity to engage in specialized study of topics that are introduced in other courses.

b. Topical Outline/Content:

Content will vary in accordance with the topic to be studied.

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Grading and evaluation procedure of students: Students will be required to write and present a paper on a topic related to the course. Class participation, the presentation, and the paper will serve as basis for the grade.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on

Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course will have a changing focus that will permit faculty to offer specialized seminars focusing on new developments in the field, on issues of significance where advanced specialization would be helpful to educational leaders, on areas of faculty research and scholarship, or in response to student requests. Multiple sections of this course, each focused on a different topic, may be offered during a given semester. Students may take this course for elective credit more than once, as long as the theme of the course is different each time that the student enrolls.

Prerequisite: The Forces of Change in American Society