

CURRICULUM PROPOSAL FORM

DEADLINES:

REGULAR COURSE PROPOSALS: OCTOBER 23, 1998 FOR FALL, 1999 AND FEBRUARY 19, 1999 FOR SPRING, 2000
SHORT-TERM COURSE PROPOSALS: DECEMBER 11, 1998 FOR FALL, 1999 AND MARCH 26, 1998 FOR SPRING 2000

PROPOSAL TITLE:	Dissertation Proposal
SPONSOR/S:	Educational Leadership Department
DEPARTMENT:	Educational Leadership Department

CHECK ALL THAT APPLY:
 UNDERGRADUATE GRADUATE

COLLEGE: _____
If LAS: History/Humanities
 Math/Sciences
 Social/Behavioral Sciences

* * * * *

TYPE OF PROPOSAL (Check ALL that Apply)

<input type="checkbox"/> General Education	<input type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> New Course in _____ Bank	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> Existing course, Add To _____ Bank	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> Multicultural/Global Designation	<input type="checkbox"/> Changes Involve Gen. Ed. requirements
<input type="checkbox"/> Writing Intensive Designation	<input checked="" type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Minor/Concentration/Specialization	<input checked="" type="checkbox"/> Course is NOT General Education
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> Course IS General Education
<input type="checkbox"/> Short Term Course Proposal	

DEPARTMENT
 (SIGNATURE INDICATES APPROVAL)

<u>[Signature]</u> 10/16	<u>[Signature]</u> 10/19/98
DEPT. CURRICULUM CHAIR / DATE	DEPT. CHAIRPERSON / DATE

COLLEGE CURRICULUM COMMITTEE
 DATE OF OPEN HEARING (if necessary) 12/1

APPROVED
 NOT APPROVED

COMMENTS:

[Signature] 12/1/98
 SIGNATURE DATE

ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)

APPROVED
 NOT APPROVED

COMMENTS:

[Signature] 11/6/98 11/6/98
 SIGNATURE (Academic Dean) DATE

 SIGNATURE (Graduate Dean) DATE

UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 12/1/98 (College level only)

APPROVED

NOT APPROVED

COMMENTS:

Annitta Rojas 12/1/98
SIGNATURE DATE

SENATE

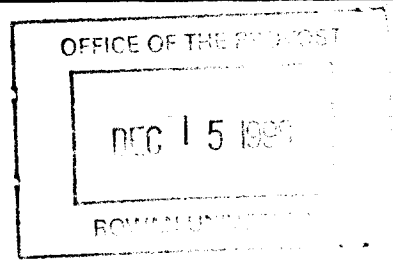
Date announced at Senate 12/1/98

Voted upon at Senate: Approved Not Approved Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:



STUDENT CREDIT HOURS _____ FACULTY LOAD HOURS _____ EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST J. M. [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR Robert K. Kubert Jan 21 1999

NOTIFICATION FORWARD:

_____ SENATE CURRICULUM COMMITTEE CHAIRPERSON

_____ DEPARTMENT CHAIRPERSONS

_____ ACADEMIC DEAN(S)

_____ REGISTRAR

_____ SPONSOR(S)

**Minor Curricular Change
Dissertation Proposal
HEGIS # 0824790**

1. Details

- a. Change Requested: Change credits from 1 to 3; change course description and prerequisite
- b. Sponsors: Educational Leadership Department

2. Rationale:

- a. Statement of need for change: The original design of the Doctoral Program in Educational Leadership included an internal review and potential realignment of the program prior to the admission of a second cohort of students. From the inception of the program in June 1997, we have collected evaluative data, both in written and group discussion form, from the students. Now in its fifth semester, the program has retained 17 of the original 18 students. Their development has been considerable, and the feedback that they have provided has been extremely positive. Nevertheless, our commitment has been to make modifications that we believe will strengthen the program further.

After four semesters, the Educational Leadership Department devoted a retreat to reviewing the data we collected from students and to reexamining the curriculum. The program was designed to focus students on understanding organizations, understanding the changing context in which the organizations serve, and understanding the self as a developing leader. We sought to engage the students in all three strands during each semester. At the same time, we sought to integrate each semester's courses in a synergistic fashion. We found that students' energies were often pulled in too many directions at the same time and that some of our attempts at integration were more forced than we desired. We have concluded that the basic content of the program has been effective and should be retained; however, the program can be strengthened by focusing students on two strands during a given semester. Such an approach will permit the increased integration of courses such that students will engage in the preparation of a major "product" each semester that will incorporate learning from each of their courses. Each semester will retain a focus on understanding the self as a developing leader, but will center primarily on only one of the other two strands. (This change is responsive to the concerns of students that they have the opportunity to go significantly deeper into an area of research each semester.) Such a change requires re-grouping content among some courses, sequencing courses differently, changing credits associated with some courses, and providing additional emphasis on certain topics.

- b. Statement of curricular effect: As currently structured this course is a 1 credit course that prepares the student to pass the program's second benchmark. The intensity of our experience in preparing students for the first benchmark leads us to conclude that 1 credit is not sufficient time to accomplish this goal since developing a sound

dissertation proposal is a more complex undertaking. Thus, we want to devote 3 credits of work toward this effort.

3. Results of Consultations: No consultations were sought. This change has no effect on any other program since the Doctoral Program in Educational Leadership is a closed cohort program.

Catalogue Description

This course assists the student in preparing an acceptable dissertation proposal. Topics include defining the dissertation problem, conducting and preparing an initial review of the pertinent literature, indentifying a conceptual framework, developing a methodology, and developing a work plan. The course also focuses on how to recognize and to avoid common difficulties encountered in dissertation research.

Prerequisite: Matriculation into the Doctoral Program in Educational Leadership