

UNIVERSITY CURRICULUM COMMITTEE

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

APPROVED

NOT APPROVED

COMMENTS:

Laurette Reichen

12/8/98

SIGNATURE

DATE

SENATE

Date announced at Senate 12/8/98

Voted upon at Senate:

Approved

Not Approved

Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:

OFFICE OF THE PROVOST

DEC 15 1998

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

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): _____

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST

C. J. Morrison

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED _____

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED _____

DATE/SIGNATURE OF REGISTRAR

Robert A. Littel Jan 25 1999

NOTIFICATION FORWARD:

_____ SENATE CURRICULUM COMMITTEE CHAIRPERSON

_____ DEPARTMENT CHAIRPERSONS

_____ ACADEMIC DEAN(S)

_____ REGISTRAR

_____ SPONSOR(S)

Minor Curricular Change
Forces of Change in American Society
HEGIS # 0827713

1. Details

- a. Change Requested: Add topic; 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: The additional topic to be added to this course concerns taking trends into the future through the application of future studies methodologies. While not on the topic list of the approved syllabus, this topic was added when the course was taught in fall 1997. With the change of the course in Future Studies from a requirement to an elective, we wish to permanently add this

topic to the course.

This course will be taught during the second fall, concurrently with The Policy Environment. As a result, students will be able to prepare an in-depth policy analysis and implementation plan consistent with the forces of change that result in the policy and that otherwise affect their educational organization.

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 provides opportunities for educational leaders to examine the complex demographic, social, political, and economic forces and trends at work in society as they affect education and to explore alternative responses to the issues that arise.

Prerequisite: Matriculation into the Doctoral Program in Educational Leadership