



**UNIVERSITY CURRICULUM COMMITTEE**

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

APPROVED

NOT APPROVED

COMMENTS:

Francis Rocco 12/8/98  
SIGNATURE DATE

**SENATE**

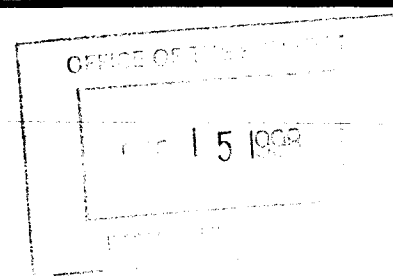
Date announced at Senate 12/8/98

Voted upon at Senate:                      Approved                      Not Approved                      Date:

**EXECUTIVE VICE PRESIDENT/PROVOST**

APPROVED

NOT APPROVED If no, reasons are as follows:



STUDENT CREDIT HOURS \_\_\_\_\_ FACULTY LOAD HOURS \_\_\_\_\_ EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): \_\_\_\_\_

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST (J. McPherson)

**REGISTRAR**

DATE APPROVED COURSE DESCRIPTION RECEIVED \_\_\_\_\_

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED \_\_\_\_\_

DATE/SIGNATURE OF REGISTRAR Robert A. Kubat Jan 29 1999

**NOTIFICATION FORWARD:**

\_\_\_\_\_  
SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_\_\_  
DEPARTMENT CHAIRPERSONS

\_\_\_\_\_  
ACADEMIC DEAN(S)

\_\_\_\_\_  
REGISTRAR

\_\_\_\_\_  
SPONSOR(S)

**Minor Curricular Change  
Leadership Seminar I-VI**

1. Details

- a. Change Requested: From Leadership Seminar I-III to Leadership Seminar I-VI (with associated changes in credit hours, prerequisites, and course description)

Leadership Seminar I	3 credits	HEGIS # 0828710
Leadership Seminar II	2 credits	HEGIS # 0828711
Leadership Seminar III	2 credits	HEGIS # 0828712
Leadership Seminar IV	3 credits	HEGIS # needed
Leadership Seminar V	2 credits	HEGIS # needed
Leadership Seminar VI	2 credits	HEGIS # needed

- 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 Leadership Seminar provides the venue for the program's focus on understanding the self as a developing leader. As originally conceived, each seminar would span several semesters concurrent with one of three phases in the program. Students would enroll for the appropriate credit amount each semester, but would receive grades and credit at the end of each seminar as follows:

<u>Enroll</u>	<u>Receive Grade and Credit</u>
Leadership Seminar I	
Summer 1 (1 credit)	
Fall 1 (2 credits)	3 credits at conclusion of Fall 1
Leadership Seminar II	
Spring 1 (2 credits)	
Summer 2 (1 credit)	
Fall 2 (2 credits)	5 credits at conclusion of Fall 2
Leadership Seminar III	
Spring 2 (2 credits)	
Summer 3 (1 credit)	3 credits at conclusion of Summer 3

This approach was administratively problematic. For example, instead of the transcript listing Leadership Seminar I once as 3 credits and one grade, it is listed twice -- once as 1 credit and a grade and again as 2 credits and a grade. Since the administrative system does not easily accommodate the approach that we originally sought, we have determined to list the seminar separately for each semester with the appropriate credit as indicated below. Additionally, we have increased the total number of credits associated with the seminar series from 11 to 14 to reflect the actual time that is spent in the seminars during the first and second summers.

<u>Course</u>	<u>Credits</u>	<u>Semester</u>	<u>Prerequisite</u>
Leadership Seminar I	3	Summer 1	Matriculation
Leadership Seminar II	2	Fall 1	Leadership Seminar I
Leadership Seminar III	2	Spring 1	Leadership Seminar II
Leadership Seminar IV	3	Summer 2	Leadership Seminar III
Leadership Seminar V	2	Fall 2	Leadership Seminar IV
Leadership Seminar VI	2	Spring 2	Leadership Seminar V

- 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**

The Leadership Seminar series spans the doctoral program, serving as a focusing technique to forge the cohort into a defined community of learners and scholars. While its primary function is to serve as a vehicle for self-reflection, group reflection, and the integration of course work with professional concerns, the Leadership Seminar also provides the opportunity for the cohort to tailor the program to meet some of their specific professional concerns and developmental needs as they emerge.

**Prerequisites:** For Leadership Seminar I

- For Leadership Seminar II
- For Leadership Seminar III
- For Leadership Seminar IV
- For Leadership Seminar V
- For Leadership Seminar VI

Matriculation into the Doctoral Program in  
Educational Leadership

- Leadership Seminar I
- Leadership Seminar II
- Leadership Seminar III
- Leadership Seminar IV
- Leadership Seminar V