



# 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:** Research for Educational Leadership I-V

**SPONSOR/S:** Educational Leadership Department

**DEPARTMENT:** Educational Leadership Department

Leadership III CE 24.766  
Leadership IV CE 24.768  
Leadership V CE 24.772

**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)**

J. Marcus 10/11/98      Edward White 10/15/98  
 DEPT. CURRICULUM CHAIR / DATE      DEPT. CHAIRPERSON / DATE

**COLLEGE CURRICULUM COMMITTEE**  
 DATE OF OPEN HEARING (if necessary) 12/11

APPROVED  
 NOT APPROVED

COMMENTS:

J. Marcus 12/1/98  
 SIGNATURE      DATE

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

APPROVED  
 NOT APPROVED

COMMENTS:

David B. [Signature]      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:

Janette Reeves 12/8/98  
SIGNATURE DATE

**SENATE**

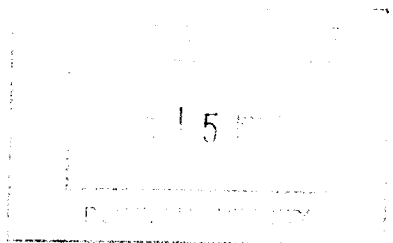
Date announced at Senate 12/8/98

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 CA Matteson

**REGISTRAR**

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

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

DATE/SIGNATURE OF REGISTRAR Robert A. Kuback Jan. 29, 1999

**NOTIFICATION FORWARD:**

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

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

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

\_\_\_\_\_ REGISTRAR

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

**Minor Curricular Change**  
**Research for Educational Leadership I-V**

1. Details

- a. Change Requested: From Research for Educational Leadership I and II (2 credits each) to Research for Educational Leadership I-V (1 credit each); change prerequisites, and course descriptions

Research for Educational Leadership I HEGIS # 0824703  
Research for Educational Leadership II HEGIS # 0824705  
Research for Educational Leadership III HEGIS # needed  
Research for Educational Leadership IV HEGIS # needed  
Research for Educational Leadership V 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: In the current design of the program, students take two 2 credit research courses, one in each of the first two summers. The courses are conceptualized such that they provide students with the research skills appropriate to the courses that they will be taking in the coming year. Our experience indicates that the summer session is too concentrated a time for students to absorb the material. They are also learning the concepts at a time distant from their application. When the time comes to use the skills, they have already begun to atrophy. Thus, we want to have the students engage in five 1 credit courses, each one in the semester when the skills are to be applied and concurrent with those courses. The total number of research time will increase by one credit hour.

The courses would be sequenced as follows:

<u>Research Course</u>	<u>Semester</u>	<u>Associated Courses</u>
Research for Educational Leadership I	Summer 1	Leadership Theory Leadership Challenges
Research for Educational Leadership II	Fall 1	Organizations as Cultures sequence
Research for Educational Leadership III	Spring 1	Change course sequence
Research for Educational Leadership IV	Fall 2	Forces of Change The Policy Environment
Research for Educational Leadership V	Summer 3	Dissertation Proposal

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.

*Research for Educational Leadership I*

**Catalogue Description**

Students will learn how to critically review literature and how to prepare a review of the literature.

**Prerequisites:** Matriculation into the Doctoral Program

*Research for Educational Leadership II*

**Catalogue Description**

This course focuses on methods associated with diagnosing organizational culture.

**Prerequisites:** Research for Educational Leadership I

*Research for Educational Leadership III*

**Catalogue Description**

This course focuses on organizational analysis methods.

**Prerequisites:** Research for Educational Leadership II

*Research for Educational Leadership IV*

**Catalogue Description**

This course focuses on policy analysis methods.

**Prerequisites:** Research for Educational Leadership III

*Research for Educational Leadership V*

**Catalogue Description**

This course focuses on defining complex research problems. And identifying appropriate methodologies.

**Prerequisites:** Research for Educational Leadership IV