



**UNIVERSITY CURRICULUM COMMITTEE**

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

APPROVED

NOT APPROVED

COMMENTS:

Lauretta Rivers 12/18/98  
SIGNATURE DATE

**SENATE**

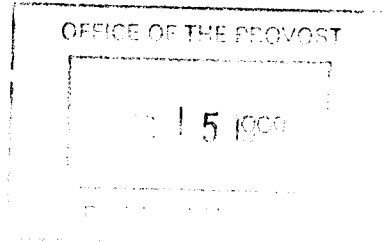
Date announced at Senate 12/8/98

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 [Signature]

**REGISTRAR**

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

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

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

**NOTIFICATION FORWARD:**

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

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

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

\_\_\_\_\_ REGISTRAR

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

**Minor Curricular Change**  
**The Policy Environment**  
**HEGIS # 0827733**

1. Details

- a. Change Requested: 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: This course will be taught during the second fall, concurrently with Forces of Change in American Society. 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 educational leaders with an understanding of the policy environment within which they operate in order to equip them to resolve goal conflicts between education and its environment, and to provide them with the skills to develop alternative choices to advance education. Topics include economic, political/legal, social, and science/technology policy, as well as cross-cutting issues such as entitlements, privatization, decentralization, deregulation, use of incentives, and funding of mandates.

**Prerequisite:** Matriculation into the Doctoral Program in Educational Leadership