CURRICULUM PROPOSAL FORM

PROPOSAL NUMBER: 99-314

DEADLINES:

PROPOSAL TITLE: Changing Organizations
SPONSOR/S: Educational Leadership Department
DEPARTMENT: Educational Leadership Department

CHECK ALL THAT APPLY:

UNDERGRADUATE  x GRADUATE

COLLEGE:

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

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TYPE OF PROPOSAL (Check ALL that Apply)

General Education
New Course in Bank
Existing course, Add To Bank
Multicultural/Global Designation
Writing Intensive Designation
New Minor/Concentration/Specialization
New Major/Degree Program
Short Term Course Proposal

New Course (NOT Gen. Ed.)
Name Change (Dept., School, Major)
Changes in Degree Requirements
Changes Involve Gen. Ed. requirements
Minor Changes to Existing Courses
x Course is NOT General Education
x Course IS General Education

DEPARTMENT
(SIGNATURE INDICATES APPROVAL)

DEPT. CURRICULUM CHAIR / DATE
DEPT. CHAIRPERSON / DATE

COLLEGE CURRICULUM COMMITTEE
DATE OF OPEN HEARING (if necessary)

x APPROVED

x NOT APPROVED
COMMENTS:

x APPROVED

x NOT APPROVED
COMMENTS:

SIGNATURE  DATE

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

SIGNATURE  (Academic Dean)  DATE

SIGNATURE  (Graduate Dean)  DATE
UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 12/14/88 (College lane)

APPROVED

NOT APPROVED

COMMENTS:

S. Watson 12/14/88

SIGNATURE  DATE

SENATE

Date announced at Senate 12/14/88

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

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED  

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED  

DATE/SIGNATURE OF REGISTRAR  

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSONS

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)
Minor Curricular Change
Changing Organizations
HEGIS # 0827704

1. Details
   a. Change Requested: Change prerequisite, modify course topics, and change course description
   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 concurrently with a new course, Theories of Change; as a result, students will be able to prepare an in-depth analysis of a major organizational change within their workplace. Topics such as theories related to small group dynamics and systemic change will be shifted to the
new course. The Changing Organizations course will become more applied, incorporating instruction regarding change strategies such as organizational development, human resource development, and planning. It will also consider issues such as diversity within the workplace, micropolitical dynamics, and organizational communications.

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 focuses on the development of leadership skills that will provide students with the ability to implement change in schools and colleges. Students will study such topics as organizational development, human resource development, planning, diversity issues, organizational communications, and micropolitical dynamics.

Prerequisite: Matriculation into the Doctoral Program in Educational Leadership