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PROPOSAL NUMBER: 99- 313

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: Leadership Challenges

SPONSOR/S: Educational Leadership Department

DEPARTMENT: Educational Leadership Department

CE 21. 704

CHECK ALL THAT APPLY:
 UNDERGRADUATE GRADUATE

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

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TYPE OF PROPOSAL (Check ALL that Apply)

<input type="checkbox"/> General Education	<input checked="" type="checkbox"/> New Course (NOT Gen. Ed.)
<input type="checkbox"/> <i>New Course in _____ Bank</i>	<input type="checkbox"/> Name Change (Dept., School, Major)
<input type="checkbox"/> <i>Existing course, Add To _____ Bank</i>	<input type="checkbox"/> Changes in Degree Requirements
<input type="checkbox"/> <i>Multicultural/Global Designation</i>	<input type="checkbox"/> <i>Changes Involve Gen. Ed. requirements</i>
<input type="checkbox"/> <i>Writing Intensive Designation</i>	<input type="checkbox"/> Minor Changes to Existing Courses
<input type="checkbox"/> New Minor/Concentration/Specialization	<input type="checkbox"/> <i>Course is NOT General Education</i>
<input type="checkbox"/> New Major/Degree Program	<input type="checkbox"/> <i>Course IS General Education</i>
<input type="checkbox"/> Short Term Course Proposal	

DEPARTMENT (SIGNATURE INDICATES APPROVAL)

L. Morris 12/11 Edward H. White Jr. 11/19/98
 DEPT. CURRICULUM CHAIR / DATE DEPT. CHAIRPERSON / DATE

COLLEGE CURRICULUM COMMITTEE
 DATE OF OPEN HEARING (if necessary) 12/1

APPROVED
 NOT APPROVED

COMMENTS:

L. Morris 12/1/98
 SIGNATURE DATE

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

APPROVED
 NOT APPROVED

COMMENTS:

Paul R. J. 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:

Timothy R. Reed 12/8/98
SIGNATURE DATE

SENATE

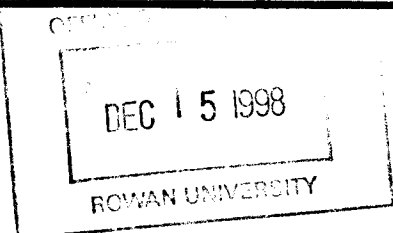
Date announced at Senate 12/8/98

Voted upon at Senate: Approved Not Approved Date: _____

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:



STUDENT CREDIT HOURS 3 FACULTY LOAD HOURS 3 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 CE37. 704

DATE/SIGNATURE OF REGISTRAR Robert A. Kelot Jan. 28, 1999

NOTIFICATION FORWARD:

_____ SENATE CURRICULUM COMMITTEE CHAIRPERSON

_____ DEPARTMENT CHAIRPERSONS

_____ ACADEMIC DEAN(S)

_____ REGISTRAR

_____ SPONSOR(S)

Course Proposal

1. Details:

- a. Course Title: **Leadership Challenges** [HEGIS # needed]
- b. Sponsors: Educational Leadership Department
- c. Credit Hours: 3
- d. Course Level: Doctoral
- e. Prerequisites: Matriculation into the Doctoral Program in Educational Leadership
- f. Suggested Time and Scale of Implementation: Summer 1999. This course will be offered each summer as part of the first block of courses taken by the entering cohort.
- g. Curricular Effect: Major requirement. This course is being added as part of an internal review of the initial implementation of the doctoral program. Two required courses are being added, while three previously required courses are being converted to electives.
- h. Adequacy of present staff, resources, space needs, and other additional requirements for implementation: This course can be offered within existing resources.
- i. Recommended Library Resources: Library resources are adequate to offer this course. Future acquisitions can be supported through the doctoral program's library development budget.
- j. Short-term Evaluations: N/A -- new course

2. Rationale:

- a. 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.

As redesigned, coursework will focus on a particular theme each semester. The theme for the first summer for the entering cohort of students will be "understanding leadership." In addition to their Leadership Theory course, students will examine the major issues that require leadership in education through the Leadership Challenges course. Importantly, the course will expose students to some of the innovative approaches being undertaken nationally to meet those challenges. Our experience with our graduate students, both at the masters and doctoral level, leads us to conclude that for most their entering knowledge of the crucial challenges is on a surface level and that for nearly all their knowledge of the substance (and even the existence) of reform efforts outside of South Jersey is limited.

3. Essence of the Course

a. Objectives of the course in relation to student outcomes: As a result of this course, students will be able to:

- (1) Identify, analyze, and discuss in depth the challenges that they confront as educational leaders.
- (2) Identify, analyze, and discuss in depth the challenges generally confronting leaders in schools/colleges across the nation.
- (3) Identify, analyze, and discuss in depth the innovative approaches being undertaken nationally to meet those challenges.
- (4) Distinguish between research-based innovations and those based on expert opinion.
- (5) Assess challenges and innovative approaches to meeting the challenges within the framework of their own theory of leadership and their educational

leadership platform (in conjunction with the Leadership Theory course).

- (6) Assess innovations being undertaken elsewhere for potential application in their own professional setting.

b. Topical Outline/Content

- (1) Identification of the leadership challenges experienced by students in the class, along with innovative responses being attempted in their professional settings
- (2) Review of the waves of reform since the early 1980s as they pertain to k-12 and higher education
- (3) Identification of leadership challenges pertaining to the environment in which the educational organization operates, and innovative responses to meet those challenges such as:
 - (a) Responding to community pressures
 - (b) Responding to regulatory requirements
 - (c) Responding to pressures from board members
 - (d) Dealing with limited finances
 - (e) Improving articulation across educational levels
 - (f) Responding to concerns regarding accountability
- (4) Identification of leadership challenges pertaining to students, and innovative responses to meet those challenges such as:
 - (a) Educating students in the midst of complex social problems
 - (b) Promoting effective learning for all students, including those with special needs
 - (c) Responding to diversity and equity issues
 - (d) Maintaining harmonious learning environments
 - (e) Creating learning communities
- (5) Identification of leadership challenges pertaining to organizational issues, and innovative responses to meet those challenges such as:
 - (a) Updating curriculum and programs
 - (b) Infusing technology into instruction and services
 - (c) Maneuvering through the micropolitical landscape
 - (d) Leading a diverse workforce
 - (e) Dealing with ineffective and burned-out staff

c. Evaluation and grading procedure of students: Students will be required to research a challenge and the innovative efforts being undertaken to respond to the challenge. They will present their research to the class and will lead a class exercise to examine the applicability of the innovations to the professional settings of the members of the class. The research will also be presented in written form. Informed participation in

discussions and classroom exercises will also be a factor in grading.

d. Course Evaluation: In addition to using student evaluations in each course, the doctoral program faculty engage students in on-going formative evaluation activities (both written and oral) for the program. This course is being proposed as a result of that process.

4. Results of Consultations: Consultations are being sought from the chairs of the Elementary Education, Secondary Education and Special Education Departments.

Catalogue Description

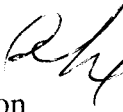
Students will examine the major issues that require leadership in the educational setting. Focus will be on the innovative approaches being undertaken across the nation to meet these challenges.

Prerequisite: Matriculation into the Doctoral Program in Educational Leadership



*Department of Curriculum and Instruction:
Elementary/Early Childhood Education*

To: L. Marcus
Educational Leadership

From: C. Calliari, Chairperson
Elementary/Early Childhood Education 

Date: October 22, 1998

Re: New Course Proposal: Leadership Challenges

I have had the opportunity to review your proposal for the new course entitled Leadership Challenges. While the course will not have an impact on pre-service teachers or graduate students in the MST program, it does have consequences for the environment in which these teachers would work.

I found the scope and sequence to be both challenging as well as comprehensive in identifying the areas of administrative concern for the beginning of the 21st century. The content seems to clearly support the concept of school administrator as "educational leader" within the school community.

I support the proposal as being timely and relevant to today's school leadership position.

CLC/jpc