CURRICULUM PROPOSAL FORM

DEADLINES:

PROPOSAL TITLE: Leadership Problems
SPONSOR/S: Educational Leadership Department
DEPARTMENT: Educational Leadership Department

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)

___ 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
    ___ Course is NOT General Education
    ___ Course IS General Education

DEPARTMENT
(SIGNATURE INDICATES APPROVAL)

DEPT. CURRICULUM CHAIR / DATE
DEPT. CHAIRPERSON / DATE

COLLEGE CURRICULUM COMMITTEE
DATE OF OPEN HEARING (if necessary)

___ APPROVED
___ NOT APPROVED

COMMENTS:

SIGNATURE DATE

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

___ APPROVED
___ NOT APPROVED

COMMENTS:

SIGNATURE (Academic Dean) DATE

SIGNATURE (Graduate Dean) DATE
Minor Curricular Change
Leadership Problems
HEGIS # 0828724

1. Details
   a. Change Requested: Combine two courses currently offered in consecutive semesters into one course and reduce the total credits by one -- from Leadership Problems I: Field Studies (4 credits) and Leadership Problems II: Field Applications (4 credits) to Leadership Problems (7 credits) (with associated changes in prerequisite, and course description) [Use HEGIS # of current Leadership Problems I and DELETE Leadership Problems II course from records.]
   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: As currently constructed, students enroll in a two course Leadership Problems sequence during the second spring and the third summer. This is a field-based course that engages the student in a significant change project in a school of college. If the second part of the sequence occurs during the summer, many students have the disadvantage of working on a project when many of the people involved with and affected by it are not available (given the ten month contracts under which most educators operate). Thus, we want to have the entire project occur during the spring semester.

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.
Leadership Problems

Catalogue Description

This is a field-based course that involves students in a major collaborative effort to address a complex problem or opportunity in an educational setting. Students engage in analytical and design activity, as well as develop a comprehensive implementation plan. Focus is on both the substance of the problem/opportunity and the process of change.

Prerequisite: Matriculation into the Doctoral Program in Educational Leadership