**Proposal Title:** LEADERSHIP PROBLEMS II: FIELD APPLICATIONS

**Undergraduate** | **Graduate** | **4** Credit Hours

**SPONSOR(S):** Edward H. White, Jr.

**Department & Telephone:**
- Educational Administration Department
- Doctoral Program Development Team
- X-4702

**Check One:**
- **Course**
- Minor Program
- Concentration
- Specialization
- Achievement Certificate
- Certification Program
- Major Program

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**STEP #4 (Academic Dean)**
- RECOMMEND
- NOT RECOMMEND
- CONDITIONALLY RECOMMEND
  (SEE COMMENTS)

**DATE & SIGNATURE, DEAN OF SCHOOL:**

**STEP #5 (Senate Curriculum Committee)**

**DATE OF OPEN HEARING:**

**APPROVED BY SENATE CURRICULUM COMMITTEE (DATE):**

**RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:**

**STEP #6 (Senate)**

**DATE PRESENTED TO SENATE:**

**APPROVED** | **NOT APPROVED**

**NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE):**

**SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE:**
STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED: 12-15-85

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS: 4

FACULTY LOAD HOURS: 4

EQUALIZED CREDIT HOURS:

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): 2/4/86

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST:

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED: 12-15-96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED: 0790.795

DATE/SIGNATURE OF REGISTRAR: 12-15-96

NOTIFICATION FORWARD:

- SENATE CURRICULUM COMMITTEE CHAIRPERSON
- DEPARTMENT CHAIRPERSON(S)
- ACADEMIC DEAN(S)
- REGISTRAR
- SPONSOR(S)

DISK CURRICULUM
S.FRM (C)
Course Proposal

1. Details
   a. Course Title: Leadership Problems II: Field Applications
   b. Sponsors: Dr. Edward White, Educational Administration Department, and the Doctoral Development Team
   c. Credit Hours: 4
   d. Course Level: Doctoral
   e. Curricular Effect: Major requirement
   f. Prerequisites: Leadership Problems I
   g. Suggested Time and Scale of Implementation: Summer 3
   h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
   i. Short-term Evaluations: N/A -- new course

2. Rationale:
   This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution’s mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

   The design of the doctoral program in educational leadership reflects the conviction that the development and refinement of leadership knowledge and skill evolves through a series of interconnected academic and professional experiences that move from the conceptual/theoretical stage through understanding the application of theory to educational contexts and finally to the opportunity to apply conceptions of leadership in real professional contexts. Additionally, the program is designed to foster the formation
of formal and informal colleague networks and teams for the expressed purpose of developing student experience working as part of organizational development groups. The second in a two-course sequence, this course will employ leadership teams, previously established in Leadership Problems I, to develop a final action plan for the solution of a significant organizational problem or program development need, and to participate in the implementation of the change.

3. Essence of the Course
   a. Course Objectives: As a result of this course, students will be able to:
      (1) Demonstrate effective leadership in the implementation of a significant organizational change process

      (2) Demonstrate skill in managing conflict associated with the organizational change process

      (3) Demonstrate the ability to create the shared sense of vision and purpose and to coalesce support for organizational development

      (4) Implement an evaluation process intended to determine the effect of the change itself

   b. Topical Outline
      (1) Negotiation with institutional leaders regarding the next steps in the change process

      (2) Preparation of implementation strategies, including training plans, a timetable, and evaluation mechanisms

      (3) Providing the training to facilitate the change

      (4) Assisting in the implementation of other aspects of the plan, including resolution of implementation problems as they occur

      (5) Preparing an analysis of the process of change

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).
c. Evaluation and grading procedure of students: Students will be evaluated on the demonstrated ability to convert theoretical knowledge into professional practice in the field setting. Students will be expected to support and defend their work through relevant research, evidence of careful and systematic planning, thoroughness of communications, and appropriateness of solutions to organizational problems/development opportunities.

Students will be expected to prepare and deliver reports that reflect the highest level of professional quality. All student work will be reviewed and evaluated by the clinical professor in charge of the course, the members of the doctoral cohort, and the leaders of the school or college where the consultation occurred. Additionally, written and/or oral examinations may be used to assess the student mastery of concepts related to the course.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:
The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC’s Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, Leaders: The Strategies for Taking Charge, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.
Catalogue Description

The second in a two-course sequence, this course will employ the leadership teams, previously established in Leadership Problems I, to develop a final action plan for the solution of a significant organizational problem or program development need, and to participate in the implementation of the change.

Prerequisite: Leadership Problems I