

CURRICULUM PROPOSAL FORM 2000-2001

**NON-GENERAL EDUCATION PROCESS A**

**\*DEADLINES:** Deadline dates for 2000/2001 submissions: Regular proposals: October 20, 2000 to be implemented in Fall 2001; Short-Term proposals: December 8, 2000 to be implemented in Fall, 2001; Regular proposals February 16, 2001 to be implemented in Spring, 2002; March 23, 2000 for short-term courses to be implemented in Spring 2002.

**PROPOSAL TITLE:** Leadership Problems II

**SPONSOR(S):** Educational Leadership Department

**DEPARTMENT:** Educational Leadership Department

**COLLEGE:** College of Education

IF LAS CHECK ONE:  History/Humanities  Math/Sciences  Social/Behavioral Sciences

Track one:  Undergraduate  Graduate

THE ATTACHED **NON-GEN-ED** PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

New non-gen-ed course

Short-term non-gen-ed course

Minor curricular changes (fewer than three) to:

existing non-gen-ed course

non-gen-ed degree requirements

major

minor, specialization, concentration, track, certificate program

REQUEST FOR THIS CHANGE TO BECOME EFFECTIVE IN SPRING 2001

**DEPARTMENT**  
(Signature indicates approval)

Dept. Curriculum Chair / Date Arnold Cepano, Ed.S. October 20, 2000

Dept. Chairperson / Date Arnold Cepano October 20, 2000

**ACADEMIC DEAN**

Approved  Not Approved  Comments:

Dean's Signature/Date [Signature] 10/26/00

**COLLEGE CURRICULUM COMMITTEE**

Date of open hearing (if necessary) 11/21/00 Approved  Not Approved

Comments:

*Unanimous approval with minor changes*

Signature of College Chair/Date: Kathy Hunter 11/21/00

**UNIVERSITY CURRICULUM COMMITTEE**

Date Received/Processed 2/2/01

Comments:

Curriculum Chair Signature *[Signature]*

Date Announced At Senate 2/26/01

**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): \_\_\_\_\_ Executive VP/Provost Signature/Date *C. L. Jensen 3/5/01*

**REGISTRAR**

Date Approved Course Description Received 3/1/01 Hegis Taxonomy & Course Number Assigned \_\_\_\_\_

Registrar Signature/Date *[Signature]* 3/1/01

**NOTIFICATION FORWARD**

\_\_\_\_\_ Senate Curriculum Committee Chairperson

\_\_\_\_\_ Academic Dean(s)

\_\_\_\_\_ Department Chairpersons

\_\_\_\_\_ Registrar

\_\_\_\_\_ Sponsor(s)

Minor Curriculum Change  
Leadership Problems II: Field Applications  
#0828725

1. Details

- a. Change Requested: Leadership Problems II (#0828725) as a 3 credit course effective Spring, 2001.
- b. Sponsors: The Educational Leadership Department

2. Rationale

- a. Statement of Need for Change: The original design for the Doctoral Program in Educational Leadership included a commitment to ongoing evaluation and potential realignment of courses based on student and faculty input. From the inception of the program in June, 1997, we have collected evaluative data from students to determine the effectiveness of our course designs. As new faculty have joined the program, we continue to examine the structure and articulation of courses with the goal of providing students the strongest possible foundation for dissertation work. The requested change is only an adjustment of credit hours and will allow for more effective integration of courses. This request emanates from extensive discussions during two faculty retreats.

Our first cohort is well into dissertation work at this point giving us new insights into the placement and alignment of course related to the development of the leadership problem and the design of a dissertation proposal. Feedback from students and dissertation advisors indicate that coupling the dissertation proposal course with a segment of the Leadership Problems course will lead to earlier completion of the proposal and thus contribute to our primary goal: a high completion rate of our Ed.D. students. In addition, students and dissertation

advisors from the 1997 cohort have advised us that one term is not adequate for the design and initiation of a Leadership Problem (i.e. a 7 credit sequence).

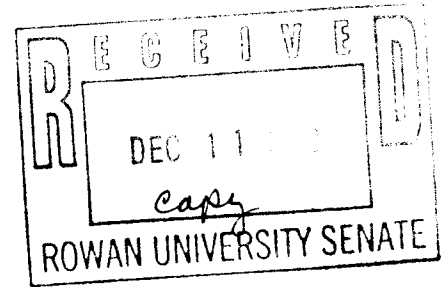
Our efforts to integrate courses in a synergistic fashion continues. The addition of faculty who specialize in research has led to a clearer understanding of the Dissertation Proposal course links directly to Leadership Problems I, which focuses on the design and initiation of an action research process. In addition, feedback from the 1997 cohort indicates that the implementation of the action research cycles requires a more extended time period, suggesting that the additional section of Leadership Problems II during a subsequent term was a better plan. The course currently on the books is a 4 credit course; we wish to offer it as a 3 credit course

- b. Statement of Curricular Effect: This is a field-based course that engages students in a significant change project in a school or college. Our perception that the entire project could take place during a single term (7 credits) was not borne out by student experience. Thus we wish to return to the original course design which has students enrolled in a two-course Leadership Problems sequence during the second spring and third summer of the doctoral program.

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.



Dean of The Graduate School



December 7, 2000

To: Thomas C. Monahan, Chair  
Educational Leadership

From: Marion Rilling, Dean *M. R.*  
The Graduate School

RE: Minor Curriculum Change Proposals

Thank you for the opportunity to review the following two minor curriculum change proposals for programs in the Department of Educational Leadership:

1. Adding "Leading the Learner Centered School" to the bank of required courses in the master's degree programs in School Administration and in Supervision and Curriculum Development and deleting "Selected Topics in Educational Leadership". I understand that this replacement will not add additional credits to either program.
2. Reducing the number of credits for the "Leadership Problems II" course in the doctoral program from 4 credits to 3 credits.

In both proposals, I understand the intent. Having a course in school leadership which focuses on learning is appropriate and is consistent with the recommendations of the accrediting associations. Retaining Leadership Problems I and II in a two semester 7 s.h. sequence should facilitate students' ability to focus on their action research projects as they also consider their dissertation proposals.

I support both proposals.

c: Dr. B. Sisco