

# 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

<b>PROPOSAL TITLE:</b>	Leadership Theory
<b>SPONSOR/S:</b>	Educational Leadership Department
<b>DEPARTMENT:</b>	Educational Leadership Department

**CHECK ALL THAT APPLY:**  
 UNDERGRADUATE       GRADUATE

**COLLEGE:** \_\_\_\_\_  
**If LAS:**     History/Humanities  
                   Math/Sciences  
                   Social/Behavioral Sciences

\* \* \* \* \*

**TYPE OF PROPOSAL (Check ALL that Apply)**

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

**DEPARTMENT**  
(SIGNATURE INDICATES APPROVAL)

L. Marcus 10/10      Edward K. White 12/11/98  
DEPT. CURRICULUM CHAIR / DATE      DEPT. CHAIRPERSON / DATE

**COLLEGE CURRICULUM COMMITTEE**  
DATE OF OPEN HEARING (if necessary) 12/11

APPROVED  
 NOT APPROVED

COMMENTS:

L. Marcus      12/11/98  
SIGNATURE      DATE

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

APPROVED  
 NOT APPROVED

COMMENTS:

[Signature]      11/16/98  
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:

Admitted Review 12/1/98  
SIGNATURE DATE

**SENATE**

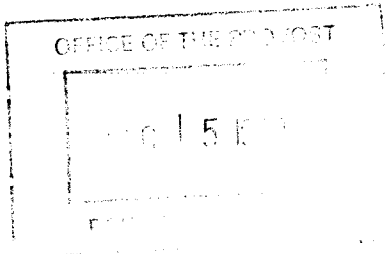
Date announced at Senate 12/1/98

Voted upon at Senate:                      Approved                      Not Approved                      Date:

**EXECUTIVE VICE PRESIDENT/PROVOST**

APPROVED

NOT APPROVED If no, reasons are as follows:



STUDENT CREDIT HOURS \_\_\_\_\_ FACULTY LOAD HOURS \_\_\_\_\_ EQUALIZED CREDIT HOURS \_\_\_\_\_

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): \_\_\_\_\_

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST Ch. Peterson

**REGISTRAR**

DATE APPROVED COURSE DESCRIPTION RECEIVED \_\_\_\_\_

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED \_\_\_\_\_

DATE/SIGNATURE OF REGISTRAR Robert A. Kubit Jan 29 1999

**NOTIFICATION FORWARD:**

\_\_\_\_\_ SENATE CURRICULUM COMMITTEE CHAIRPERSON

\_\_\_\_\_ DEPARTMENT CHAIRPERSONS

\_\_\_\_\_ ACADEMIC DEAN(S)

\_\_\_\_\_ REGISTRAR

\_\_\_\_\_ SPONSOR(S)

**Minor Curricular Change  
Leadership Theory  
HEGIS # 0828715**

1. Details

- a. Change Requested: From 3 credits to 4 credits 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: By changing from 3 credits to 4, this course will incorporate the development of the students' initial educational leadership platform, a major "product" that serves as the basis for the demonstration of student growth throughout the program. (Each semester, students will revisit the platform,

incorporating new literature and concepts as they advance through the program. The platform also serves as the basis for gauging student progress at the two benchmarks, and becomes the introductory portion of the student's dissertation.) Moving this exercise into this course will steep the platform very directly into the leadership literature at an earlier point in the 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.

**Catalogue Description**

The course provides the foundation for the Doctoral Program in Educational Leadership. Leadership will be defined and demystified, and distinguished from management and administration. The roles and expectations of leaders will be explored, and the competencies required for leadership will be identified. Issues of power, authority, and ethics will be studied. Students will construct their initial educational leadership platform.

**Prerequisite:** Matriculation into the Doctoral Program in Educational Leadership