PROPOSAL NUMBER: 99-307

CURRICULUM PROPOSAL FORM

DEADLINES:

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

CHECK ALL THAT APPLY:
___ UNDERGRADUATE  X  GRADUATE

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

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) 12/11

___ APPROVED
___ NOT APPROVED
COMMENTS:

SIGNATURE  DATE

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

___ APPROVED
___ NOT APPROVED
COMMENTS:

SIGNATURE  DATE

SIGNATURE  DATE
UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary) 12/1998 (College Board only)

APPROVED

NOT APPROVED

COMMENTS:

Signature: [Signature]

Date: [Date]

SENATE

Date announced at Senate [Date]

Voted upon at Senate: [Voted upon at Senate]

Approved Not Approved Date:

EXECUTIVE VICE PRESIDENT/PROVOST

APPROVED

NOT APPROVED If no, reasons are as follows:

STUDENT CREDIT HOURS [Credit Hours]

FACULTY LOAD HOURS [Hours]

EQUALIZED CREDIT HOURS [Hours]

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): [Date]

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST

[Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED [Date]

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED [Date]

DATE/SIGNATURE OF REGISTRAR [Signature]

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSONS

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

curriculum/curfms.989/9899prop.wpd
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