

College of Education

Expedited and Non-Expedited Approvals

Undergraduate and Graduate Course and Curriculum Changes approved on:

September 22, 2009

8:30 a.m.

Bluemont Hall 021

Contact Person:

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Chair, Academic Affairs Committee

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Units outside the college that may be directly impacted by these changes are the following:

College of Arts & Sciences, Department of Political Science – Approves Proposal.

Units within the college that may be impacted by these changes are the following:

College of Education

Expedited
Undergraduate Course Changes
Educational Leadership

#1 FROM:

TO:

<i>Subject:</i> EDLST <i>NBR:</i> 212	<i>Subject:</i> <u>LEAD</u> <i>NBR:</i> 212
<i>Subject:</i> EDLST <i>NBR:</i> 350	<i>Subject:</i> <u>LEAD</u> <i>NBR:</i> 350
<i>Subject:</i> EDLST <i>NBR:</i> 405	<i>Subject:</i> <u>LEAD</u> <i>NBR:</i> 405
<i>Subject:</i> EDLST <i>NBR:</i> 430	<i>Subject:</i> <u>LEAD</u> <i>NBR:</i> 430
<i>Subject:</i> EDLST <i>NBR:</i> 450	<i>Subject:</i> <u>LEAD</u> <i>NBR:</i> 450
<i>Subject:</i> EDLST <i>NBR:</i> 502	<i>Subject:</i> <u>LEAD</u> <i>NBR:</i> 502

IMPACT: None

RATIONALE: Prefix change only—the current subject prefix is being revised to reflect the creation of a new School of Leadership Studies under the aegis of the College of Education and the Department of Educational Leadership.

EFFECTIVE DATE: Spring 2010

#2 FROM: ~~EDLST~~ 502. Independent Study in Leadership Studies. (4-3). I, II. Selected topics in leadership studies. Pr.: Consent of department chair.

TO: LEAD 502. Independent Study in Leadership Studies. (0-3). I, II, S. Selected topics in leadership studies. Pr.: Consent of department chair.

IMPACT: None

RATIONALE: Change only to permissible number of credit hours, to permit a variable 0-3 hour enrollment.

EFFECTIVE DATE: Spring 2010

#3 FROM: ~~EDADL~~ 502. Independent Study in Educational Administration and Leadership. (1-3). I, II, S. Selected topics in professional education. Pr.: Consent of department chair.

TO: EDLEA 502. Independent Study in Educational Leadership. (1-3). I, II, S. Selected topics in professional education. Pr.: Consent of department chair.

IMPACT: None

RATIONALE: **Course title change and title variation by section only**—the current course title is being revised to reflect the department name and to better reflect the language of the field; title may now vary to enhance student transcripts.

EFFECTIVE DATE: Spring 2010

Expedited
Undergraduate & Graduate Course Changes
Educational Leadership

FROM:

TO:

<i>Subject:</i> EDADL <i>NBR:</i> 213	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 213
<i>Subject:</i> EDADL <i>NBR:</i> 502	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 502
<i>Subject:</i> EDADL <i>NBR:</i> 770	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 770
<i>Subject:</i> EDADL <i>NBR:</i> 775	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 775
<i>Subject:</i> EDADL <i>NBR:</i> 786	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 786
<i>Subject:</i> EDADL <i>NBR:</i> 795	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 795
<i>Subject:</i> EDADL <i>NBR:</i> 811	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 811
<i>Subject:</i> EDADL <i>NBR:</i> 819	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 819
<i>Subject:</i> EDADL <i>NBR:</i> 825	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 825
<i>Subject:</i> EDADL <i>NBR:</i> 827	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 827
<i>Subject:</i> EDADL <i>NBR:</i> 830	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 830
<i>Subject:</i> EDADL <i>NBR:</i> 831	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 831
<i>Subject:</i> EDADL <i>NBR:</i> 834	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 834
<i>Subject:</i> EDADL <i>NBR:</i> 835	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 835
<i>Subject:</i> EDADL <i>NBR:</i> 836	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 836
<i>Subject:</i> EDADL <i>NBR:</i> 838	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 838
<i>Subject:</i> EDADL <i>NBR:</i> 841	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 841
<i>Subject:</i> EDADL <i>NBR:</i> 845	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 845
<i>Subject:</i> EDADL <i>NBR:</i> 855	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 855
<i>Subject:</i> EDADL <i>NBR:</i> 865	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 865
<i>Subject:</i> EDADL <i>NBR:</i> 875	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 875
<i>Subject:</i> EDADL <i>NBR:</i> 885	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 885
<i>Subject:</i> EDADL <i>NBR:</i> 886	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 886
<i>Subject:</i> EDADL <i>NBR:</i> 889	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 889
<i>Subject:</i> EDADL <i>NBR:</i> 898	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 898
<i>Subject:</i> EDADL <i>NBR:</i> 899	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 899
<i>Subject:</i> EDADL <i>NBR:</i> 910	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 910
<i>Subject:</i> EDADL <i>NBR:</i> 928	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 928
<i>Subject:</i> EDADL <i>NBR:</i> 986	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 986
<i>Subject:</i> EDADL <i>NBR:</i> 991	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 991
<i>Subject:</i> EDADL <i>NBR:</i> 999	<i>Subject:</i> <u>EDLEA</u> <i>NBR:</i> 999

IMPACT: None

RATIONALE: Prefix change only—the current subject prefix is being revised to reflect the department name.

EFFECTIVE DATE: Spring 2010

Expedited
Graduate Course Changes
Educational Leadership

#1 FROM: ~~EDADL~~ 775. Readings in Educational ~~Administration and~~ Leadership. (1-3). I, II, S. Readings in research and application in specialized areas in education. Pr.: Consent of department chair.

TO: EDLEA 775. Readings in Educational Leadership. (1-3). I, II, S. Readings in research and application in specialized areas in education. Pr.: Consent of department chair.

IMPACT: None

RATIONALE: **Course title change only**—the current course title is being revised to reflect the department name and to better reflect the language of the field.

EFFECTIVE DATE: Spring 2010

#2 FROM: ~~EDADL~~ 786. Topics in Educational ~~Administration and~~ Leadership. (1-3). I, II, S. Examination of current topic in area of specialization of faculty. Pr.: Consent of department chair.

TO: EDLEA 786. Topics in Educational Leadership. (1-3). I, II, S. Examination of current topic in area of specialization of faculty. Pr.: Consent of department chair.

IMPACT: None

RATIONALE: **Course title change and title variation by section only**—the current course title is being revised to reflect the department name and to better reflect the language of the field; title may now vary to enhance student transcripts.

EFFECTIVE DATE: Spring 2010

#3 FROM: ~~EDADL~~ 795. Problems in Educational ~~Administration and~~ Leadership. (~~Credit Arranged~~). I, II, S. Selected students are permitted to secure specialized training appropriate to the needs of the individual. The student's project may involve intensive library investigation in a special field or the collection and analysis of data pertinent to a given problem. All work is done independently under the direction of a faculty member. Pr.: ~~Background of courses necessary for the problem undertaken and~~ consent of instructor.

TO: EDLEA 795. Problems in Educational Leadership. (1-18). I, II, S. Selected students are permitted to secure specialized training appropriate to the needs of the individual. The student's project may involve intensive library investigation in a special field or the collection and analysis of data pertinent to a given problem. All work is done independently under the direction of a faculty member. Pr.: Consent of instructor.

IMPACT: None

RATIONALE: Course title and description change only—the current course title is being revised to reflect the department name and to better reflect the language of the field; description shortened.

EFFECTIVE DATE: Spring 2010

#4 FROM: ~~EDADL~~ 819. Educational Finance. (3). S. An examination of issues ~~relating to the financing of education~~, including local, state, and federal fiscal support, tax structures, distributional formulas, ~~school~~ finance reform strategies, and budget preparation and administration.

TO: EDLEA 819. Introduction to Education Finance. (3). S. An examination of P-12 public school fiscal policy construction and daily operational issues, including evaluation of local, state, and federal fiscal support, tax structures, distributional formulas, finance reform strategies, and budget preparation and administration.

IMPACT: None

RATIONALE: Course title change and minor course description change only—the current course title is being revised to reflect the introductory nature of the course; the course description is being modified slightly to reflect status of the field and focus of the course.

EFFECTIVE DATE: Spring 2010

#5 FROM: ~~EDADL~~ 827. Political and Community Leadership in Education. (3). ~~H, S.~~ A study of the relationship between the school and the community, with special emphasis on the development of a comprehensive community education program. Organizational patterns, financing, program development, and interaction with other community agencies are analyzed.

TO: EDLEA 827. Political and Community Leadership in Education. (3). I, in alternating years. A study of the relationship between the school and the community, with special emphasis on the development of a comprehensive community education program. Organizational patterns, financing, program development, and interaction with other community agencies are analyzed.
Pr: One year of teaching experience.

IMPACT: None

RATIONALE: Change in course prerequisite, and term of offering only.

EFFECTIVE DATE: Spring 2010

#6 FROM: ~~EDADL~~ 830. Educational Facility Planning. (3). S. ~~Examination of issues relating to the provision of educational buildings and other facility needs, including planning, financing, construction, maintenance, and utilization.~~

TO: EDLEA 830. Introduction to Educational Facility Planning. (3). S. An introduction to the principles and processes involved in providing an appropriate physical infrastructure for P-12 education. Emphasis is placed on planning, financing, constructing, maintaining, and utilizing physical resources.

IMPACT: None

RATIONALE: **Course title change and course description change only**—the current course title is being revised to reflect the introductory nature of the course; the course description is being modified slightly to reflect status of the field and focus of the course.

EFFECTIVE DATE: Spring 2010

#7 FROM: ~~EDADL~~ 834. Strategies for Educational Change. (3). ~~I~~, S. This course provides educators with conceptual knowledge concerning the problems and processes of educational change. Case studies of change are analyzed in the attempt to develop models of educational change.

TO: EDLEA 834. Strategies for Educational Change. (3). S. This course provides educators with conceptual knowledge concerning the problems and processes of educational change. Case studies of change are analyzed in the attempt to develop models of educational change.

IMPACT: None

RATIONALE: **Specifying term only**—no other changes.

EFFECTIVE DATE: Spring 2010

#8 FROM: ~~EDADL~~ 835. The Principalship. (2). ~~I~~, ~~alternate S~~. Analysis of the principal's role as he or she interacts with various referent groups. Applicable to both elementary and secondary administration. Pr.: One year of teaching experience.

TO: EDLEA 835. The Principalship. (2). I. Analysis of the principal's role as he or she interacts with various referent groups. Applicable to both elementary and secondary administration. Pr.: One year of teaching experience.

IMPACT: None

RATIONALE: **Specifying term only**—no other changes.

EFFECTIVE DATE: Spring 2010

#9 FROM: ~~EDADL~~ 836. School-Community Relations. (2-3). ~~I~~, ~~S~~. Interrelationships that exist between the school and the community and the role of the teacher and administrator in such relationships.

TO: EDLEA 836. School-Community Relations. (3). II, in alternating years. Interrelationships that exist between the school and the community and the role of the teacher and administrator in such relationships.

IMPACT: None

RATIONALE: Specifying term and credits only—no other changes.

EFFECTIVE DATE: Spring 2010

#10 FROM: ~~EDADL~~ 838. Qualitative Research in Education. (3). ~~On Sufficient Demand~~. An overview of theoretical and philosophical perspectives informing qualitative research is presented. In addition, methods (design, data collection, data analysis, and reporting) used in qualitative research for educational settings are examined and applied. ~~Pr.: EDCEP 816 or consent of instructor.~~

TO: EDLEA 838. Qualitative Research in Education. (3). I, II. An overview of theoretical and philosophical perspectives informing qualitative research is presented. In addition, methods (design, data collection, data analysis, and reporting) used in qualitative research for educational settings are examined and applied.

IMPACT: None

RATIONALE: Specifying term and revising prerequisite only—no other changes.

EFFECTIVE DATE: Spring 2010

#11 FROM: ~~EDADL~~ 845. Leadership for Diverse Populations. (3). ~~On Sufficient Demand~~. Designed for educators to increase their knowledge of self and others regarding issues of diversity. An emphasis is placed on understanding the role of educators in promoting practices and policies supportive of all stakeholders in the educational organization.

TO: EDLEA 845. Leadership for Diverse Populations. (3). S. Designed for educators to increase their knowledge of self and others regarding issues of diversity. An emphasis is placed on understanding the role of educators in promoting practices and policies supportive of all stakeholders in the educational organization.

IMPACT: None

RATIONALE: Specifying term only—no other changes.

EFFECTIVE DATE: Spring 2010

#12 FROM: ~~EDADL~~ 855. Administrative Leadership in Curriculum. (3). This course identifies the major roles and responsibilities of school administrators in curriculum-related activities. Administrative skills necessary for developing and evaluating the curriculum will be examined.

TO: EDLEA 855. Administrative Leadership in Curriculum. (3). II, in alternating years. This course identifies the major roles and responsibilities of school administrators in curriculum-related activities. Administrative skills necessary for developing and evaluating the curriculum will be examined.

IMPACT: None

RATIONALE: **Specifying term only**—no other changes.

EFFECTIVE DATE: Spring 2010

#13 FROM: ~~EDADL~~ 886. Seminar in Educational ~~Administration and~~ Leadership. (~~Var~~). On Sufficient Demand. Intensive discussion of a problem of current professional interest based on study of pertinent original literature. ~~Note: May be repeated with consent of supervisory committee. Consent of instructor.~~

TO: EDLEA 886. Seminar in Educational Leadership. (1-18). I, II, S. On Sufficient Demand. Intensive discussion of a problem of current professional interest based on study of pertinent original literature. May be repeated.

IMPACT: None

RATIONALE: **Course title change, minor revision of course description, specification of permissible hours, and elimination of permissions only**—the current course title is being revised to reflect the department name and to better reflect the language of the field. Title may now vary to enhance student transcripts. Remainder of items should assist in student program planning.

EFFECTIVE DATE: Spring 2010

#14 FROM: ~~EDADL~~ 889. Practicum in Educational ~~Administration~~. (1-3). I, II, ~~S~~. Supervised on-the-job experience in school ~~administration~~.

TO: EDLEA 889. Practicum in Educational Leadership. (1-3). I, II. Supervised on-the-job experience in school leadership.

IMPACT: None

RATIONALE: **Course title change, minor modification of course description, and specifying term only**—no other changes. Course title is being changed to match department, curriculum, and degree name.

EFFECTIVE DATE: Spring 2010

#15 FROM: ~~EDADL~~ 898. Masters Report. (Var.). I, II, ~~S~~. Pr.: Consent of instructor.

TO: EDLEA 898. Masters Report. (Var.). I, II. Pr.: Consent of instructor.

IMPACT: None

RATIONALE: **Specifying term only**—no other changes.

EFFECTIVE DATE: Spring 2010

#16 FROM: ~~EDADL~~ 899. Masters Research. (Var.). I, II, ~~S~~. Pr.: Consent of instructor.

TO: EDLEA 899. Masters Research. (Var.). I, II. Pr.: Consent of instructor.

IMPACT: None

RATIONALE: **Specifying term only**—no other changes.

EFFECTIVE DATE: Spring 2010

#17 FROM: ~~EDADL~~ 910. Educational ~~Personnel~~ Administration. (3). II, S. ~~Personnel~~ practices in education are considered along with the implications of collective negotiations and professional accountability for ~~personnel~~ policies.

TO: EDLEA 910. Educational Human Resource Administration. (3). II, S. Human resource administration practices in education are considered along with the implications of collective negotiations and professional accountability for human resource policies.

IMPACT: None

RATIONALE: **Course title change and minor course description change only**—the current course title is being revised to reflect the status of the field, and the course description is being changed to reflect the new title.

EFFECTIVE DATE: Spring 2010

#18 FROM: ~~EDADL~~ 928. Organizational Leadership in Education. (3). I, ~~H~~, ~~S~~. This course is an examination of the knowledge, skills, and attributes necessary to understand and improve organizations. It includes implementing plans, managing resources, and applying appropriate processes and procedures in varied educational settings.

TO: EDLEA 928. Organizational Leadership in Education. (3). I, in alternating years. This course is an examination of the knowledge, skills, and attributes necessary to understand and improve organizations. It includes leadership theory, implementing plans, managing resources, and applying appropriate processes and procedures in varied educational settings.

IMPACT: None

RATIONALE: Minor course description change and specification of term only—the current course description is being updated to reflect all course content.

EFFECTIVE DATE: Spring 2010

#19 FROM: ~~EDADL~~ 986. Advanced Seminar in Educational ~~Administration and~~ Leadership. (Var.). On Sufficient Demand. These seminars critically consider recent research in the designated fields. Emphasis is on individual studies and small group interaction. Enrollment is restricted to those students who have been admitted to the doctoral program in education and who have completed substantial amounts of graduate study in the designated fields. ~~Pr: Instructor Consent.~~

TO: EDLEA 986. Advanced Seminar in Educational Leadership. (1-18). On Sufficient Demand. These seminars critically consider recent research in the designated fields. Emphasis is on individual studies and small group interaction. Enrollment is restricted to those students who have been admitted to the doctoral program in education and who have completed substantial amounts of graduate study in the designated fields.

IMPACT: None

RATIONALE: Course title change, specification of permissible hours, and elimination of permissions only—the current course title is being revised to reflect the department name and to better reflect the language of the field. Title may now vary to enhance student transcripts. Remainder of items should assist in student program planning.

EFFECTIVE DATE: Spring 2010

#20 FROM: ~~EDADL~~ 991. Internship in Educational ~~Administration and~~ Leadership. (1-3). ~~On Sufficient Demand.~~ Studies of, and field experiences in, the development of programs in cooperating schools and educational or related agencies under the supervision of ~~College of Education~~ graduate faculty members. ~~Note: A maximum of 6 credit hours may be chosen from the areas listed.~~ Pr: Consent of instructor.

TO: EDLEA 991. Doctoral Internship in Educational Leadership. (1-12). I, II. Studies of, and field experiences in, the development of programs in cooperating schools and educational or related agencies under the supervision of Educational Leadership graduate faculty members. Pr: Consent of instructor.

IMPACT: None

RATIONALE: Course title change, minor modification of course description, and specifying term only—no other changes.

EFFECTIVE DATE: Spring 2010

#21 FROM: ~~EDADL~~ 999. Research in Educational Administration and Leadership. (Var.). I, II, S. Individual investigation in the field of a student's specialization. ~~Pr: Sufficient training to conduct the line of research undertaken.~~

TO: EDLEA 999. Research in Educational Leadership. (Var.). I, II. Individual investigation in the field of a student's specialization. Pr: Consent of Instructor.

IMPACT: None

RATIONALE: Course title change, change in permissions, and specifying term only—no other changes.

EFFECTIVE DATE: Spring 2010

#22 FROM: ~~EDACE 820. Advanced Methods in Adult Teaching. (3). On Sufficient Demand. Emphasis on teaching strategies, techniques, and media appropriate to various adult education programs. Pr.: Teaching experience or consent of instructor. EDACE 780 and 790.~~

TO: EDACE 820. Principles of Teaching Adults. (3) S. This course will explore the theory and practice of teaching adults. Collaborative and active learning techniques will be emphasized in face-to-face and online environments. Students will examine the strengths, weaknesses, and appropriate application of a variety of methods to different adult education environments. Pr.: Teaching experience or consent of instructor. EDACE 780.

IMPACT: None

RATIONALE: **Change in course title, change in prerequisites, and modification to course description only.** These changes better reflect the language of the field and necessary preparation for the course.

EFFECTIVE DATE: Spring 2010

#23 FROM: ~~EDACE 860. Nontraditional Study for Adults. (3). On Sufficient Demand. Designed to provide a conceptual understanding of current forms of nontraditional study and accreditation with emphasis on organizing studies to serve adult needs. Pr.: EDACE 780.~~

TO: EDACE 860. Innovative Higher Education Programs for Adults. (3) S. Designed to provide a conceptual understanding of innovative systems and structures currently serving higher education needs of adult learners. The course will provide a historical basis for the development of these programs as well as future trends. Included will be discussions of corporate colleges, external degree programs and distance/online learning. Pr.: EDACE 780.

IMPACT: None

RATIONALE: **Changes to course title, course description, and specifying term only.** The current course title and description do not reflect current practices in adult education. What were once identified as nontraditional program formats is now a traditional delivery format, thus requiring a reshaping of the course title and description to more accurately reflect current higher education delivery systems for adults.

EFFECTIVE DATE: Spring 2010

Expedited
Graduate Curriculum Change
Elementary Education and Secondary Education (Curriculum & Instruction)

FROM:

Current Curriculum:
 Required Courses (15 hours)
 EDCI 816 Approaches to Reading Instruction 3
 EDCI 818 Theoretical Models of Reading 3
 EDCI 840 Literacy Assessment
 EDCI 841 Supporting Struggling Readers 3
 EDCI 930 Leadership in Literacy 3
 Required Practicum (3 hours)
 EDCI 945 Clinical Practicum in Reading 3
 Additional Requirements:
 After completing the required courses and practicum, the applicant must fulfill these additional requirements to obtain a ~~conditional~~ reading specialist license.

1. Hold a valid professional teaching license
2. Present a score of 560 or above on the Praxis II exam for the Reading Specialist (Test number 0300).
3. Hold a masters degree (It is permitted but not necessary to include the required courses as part of the masters degree.)

~~Required Internship (4 hours)~~
~~To be eligible to take the internship, the applicant must first complete the required course and practicum and complete the additional requirements to obtain a conditional reading specialist license. Once the conditional reading specialist license is obtained, the applicant must enroll in 2 hours of internship per semester for one year as a full time employee.~~

- ~~4. EDCI 975 Internship in Reading 4~~
- ~~5. Total 22~~

TO:

Proposed Curriculum:
 Required Courses (15 hours)
 EDCI 816 Approaches to Reading Instruction 3
 EDCI 818 Theoretical Models of Reading 3
 EDCI 840 Literacy Assessment
 EDCI 841 Supporting Struggling Readers 3
 EDCI 930 Leadership in Literacy 3
 Required Practicum (3 hours)
 EDCI 945 Clinical Practicum in Reading 3
 Additional Requirements:
 After completing the required courses and practicum, the applicant must fulfill these additional requirements to obtain an initial reading specialist license.

1. Hold a valid professional teaching license
2. Present a score of 560 or above on the Praxis II exam for the Reading Specialist (Test number 0300).
3. Hold a masters degree (It is permitted but not necessary to include the required courses as part of the masters degree.)

IMPACT: None

RATIONALE: For the Reading Specialist license, the Kansas State Department of Education removed the responsibility for overseeing the reading internship from universities. Thus, the internship can now be removed as a requirement in the K-State reading specialist endorsement.

EFFECTIVE DATE: Spring 2010

Expedited
Graduate Course Changes (600-999)

Educational Leadership

DROP COURSES:

#1) EDACE 738. Occupations in Business and Industry. (1-6). On Sufficient Demand. Related occupational or professional experience in approved industry, school, Cooperative Extension Service, or similar agency setting under faculty supervision. Pr.: Consent of instructor.

IMPACT: None

RATIONALE: This course is no longer taught as part of the Adult Education Program.

EFFECTIVE DATE: Spring 2010

#2) EDACE 739. Coordination of Cooperative Vocational Education. (2-3). Emphasis on the legal aspects and other minimum requirements essential to conducting vocational education programs at the secondary and post secondary levels. Pr. or conc.: EDSEC 620.

IMPACT: None

RATIONALE: This course is no longer taught as part of the Adult Education Program. It is now taught as EDCI 739.

EFFECTIVE DATE: Spring 2010

#3) EDACE 753. Introduction to Occupational Education. (3). Overview of occupational education at all levels and its role in society. Designed for administrators, counselors and vocational educators who perform a leadership function involving occupational education programs. Pr.: Teaching experience or consent of instructor.

IMPACT: None

RATIONALE: This course is no longer taught as part of the Adult Education Program.

EFFECTIVE DATE: Spring 2010

Non-Expedited
Undergraduate Course Changes (000-799)

Educational Leadership

NEW COURSES:

#1) LEAD 420. Theories of Nonprofit Leadership. (3). I, II. This course provides an overview of nonprofit organization leadership by integrating concepts and theories with applied practice. Students will demonstrate an understanding and application of competencies (knowledge and skills) necessary for professional success as a nonprofit organization leader. Pr.: LEAD 212, LEAD 350 & LEAD 405. Co-Req.: Junior standing.

IMPACT: Department of Political Science, which offers POLSCI 650 Not-for-Profit Management online.

RATIONALE: For the past five years this course has been taught using the number EDLST 502, which is used for temporary courses. Because this course has been successfully taught as a required theories elective for students in the American Humanics/Nonprofit Leadership Focus in the Leadership Studies Minor for this period of time, it is now appropriate to take the necessary steps to make it a permanent offering.

EFFECTIVE DATE: Spring 2010

#2) LEAD 499. Nonprofit Organization Internship. (3). I, II. This course provides a capstone opportunity for students in the nonprofit leadership focus of the leadership studies minor to document and present their achievement of the foundation and professional development competencies required by American Humanics national certification in nonprofit leadership through coursework, co-curricular and work experiences, and their 300-hour internship experience. Current texts focusing on the leadership of high impact nonprofit organizations will be incorporated into this process. Pr.: LEAD 212, LEAD 405, LEAD 420, LEAD 502 Ethical Dimensions of Leadership. Co-Req: Senior standing.

IMPACT: None.

RATIONALE: For the past five years this course has been taught using the number EDLST 502, which is used for temporary courses. Because this course has been successfully taught as a required applications elective for students in the American Humanics/Nonprofit Leadership Focus in the Leadership Studies Minor for this period of time, it is now appropriate to take the necessary steps to make it a permanent offering.

EFFECTIVE DATE: Spring 2010

Non-Expedited **Graduate Course Changes (600-999)**

Educational Leadership

NEW COURSES:

#1) EDACE 818. Social Foundations of Adult Education. (3). I, II, S. Designed for adult and continuing education students and college or university personnel in sociology and related fields dealing with adults, this course focuses on the economic historical and sociocultural context in which learning takes place. Included is an in-depth examination of the relationship between adult education and culture. Pr.: EDACE 780.

IMPACT: None.

RATIONALE: This course is currently taught under a graduate seminar number (EDACE 886). With the new ISIS system, course titles do not appear on student transcripts. This is causing difficulty for students and graduates. In addition, this course is a required course for the degree program, and all graduate students must complete it.

EFFECTIVE DATE: Spring 2010

#2) EDACE 847. Adult Learning and Motivation. (3). I, II, S. Core course of adult learning perspectives and motivation for learning.

IMPACT: None.

RATIONALE: This course is currently taught under a graduate seminar number (EDACE 886). With the new ISIS system, course titles do not appear on student transcripts. This is causing difficulty for students and graduates.

EFFECTIVE DATE: Spring 2010

#3) EDACE 850. Self-Directed Learning. (3). S. Self-directed or independent learning is an important aspect of adult education because it represents a significant portion of all learning by adults. The concept was instrumental in distinguishing the fields of adult education. During this course, students will explore self-directed learning from both an academic and a personal perspective. Topics include its history and development, its research base, areas of current interest and implications for adult education practice.

IMPACT: None.

RATIONALE: The current course number is a seminar number (886). With the new ISIS system, the course titles do not appear on the transcript. This is causing difficulty for students and graduates.

EFFECTIVE DATE: Spring 2010

#4) EDACE 865. Principles of Workplace Learning. (3). I, II, S. This course provides an overview of various aspects of workplace learning initiatives as found in the related professional literature and from various practice-related venues. Major topics include evolution of the process of workplace learning and the profession of training; assessing and analyzing workplace learning needs; designing and delivering workplace learning programs; and measuring and evaluating the impact of workplace learning initiatives.

IMPACT: None.

RATIONALE: This change will formalize an elective course, Principles of Human Resource Development, in the MS/EdD/PhD Programs in Adult Education which has historically been taught under a Topics in Adult Education number, EDACE 786. It will also provide a title which is more descriptive of the content of the course.

EFFECTIVE DATE: Spring 2010

#5) EDACE 875. Program Evaluation in Adult Education. (3). I, II, S. This course will provide an overview of various methods and strategies for evaluating educational programs for adults. Students will have the opportunity to examine the literature that is related to the program evaluation process in adult education settings. Opportunities to study the manner in which the process of program evaluation is conducted in modern adult education programs in governmental, educational, and private and public sector organizations will also be provided.

IMPACT: None.

RATIONALE: This change will formalize an elective course, Program Evaluation, in the MS/EdD/PhD programs in adult education which has been taught under a Seminar in Adult Education number, EDACE 886. It will provide a title and course description that is more reflective of the content of the course.

EFFECTIVE DATE: Spring 2010

#6) EDACE 880. Significant Literature of Adult Education. (3). I, II, S. A seminar studying the significant literature of adult education from a current and historic perspective.

IMPACT: None.

RATIONALE: This course is currently taught under a graduate seminar number (EDACE 886). With the new ISIS system, course titles do not appear on student transcripts. This is causing difficulty for students and graduates.

EFFECTIVE DATE: Spring 2010

#7) EDACE 940. Adult Development Theory. (3). I, II, S. Study all pertinent adult development theories.

IMPACT: None.

RATIONALE: This course is currently taught under a graduate seminar number (EDACE 986). With the new ISIS system, course titles do not appear on student transcripts. This is causing difficulty for students and graduates.

EFFECTIVE DATE: Spring 2010

#8) EDLEA 801. Ethical Dimensions of Educational Leadership. (3). I. The course rests on the assumption that leadership is a subset of ethics rather than ethics being a subset of leadership. We will examine the ethics of what leaders are, what they do, and how they do it. Students will assess the public and private ethics of leaders, the ethical obligations of leaders and followers, the ways in which leaders shape the ethical environment of institutions, and the temptations of power. We will examine ethical issues related to leadership through case studies concerning leaders in a variety of contexts and cultures. The course looks at how leaders convey values through actions, language, and as role models. It aims to expand students' ethical point of view by first considering personal ethics, then moving on to look at leadership and the common good, and finishing with an examination of ethics in learning communities.

IMPACT: None.

RATIONALE: This course is a requirement for all leadership license seekers and degree recipients in this department. The course has been taught regularly for at least the last 5 years under the 886 seminar number. The course will continue to be a degree/license requirement.

EFFECTIVE DATE: Spring 2010

#9) EDLEA 810. Historical and Philosophical Analysis of Leadership in Education. (3). S. This course seeks to insure that students understand the historical and philosophical background that forms the foundation for current educational systems, offerings, and practices, with a focus on educational leadership. Students will be expected to gather information and research from both primary and secondary sources, be reflective practitioners, and apply higher level cognitive and affective skills. Abilities in writing and critical analysis will be required as students apply, analyze, synthesize, and evaluate a variety of writings regarding the history and philosophy of education in the United States, as well as international influences.

IMPACT: None.

RATIONALE: This course is a requirement for all district leadership license recipients in this department. The course has been taught regularly for at least the last 20 years under the 886 seminar number. The course will continue to be a district license requirement.

EFFECTIVE DATE: Spring 2010

#10) EDLEA 901. The School District Leader. (3). I. An examination of research and practice, looking at the role of the school superintendent through the standards for School Leaders, as developed by the Interstate School Leaders Licensure Consortium (ISLLC) and adapted by the state of Kansas for licensure requirements for the district leadership license. Emphasis is placed on leading school improvement efforts, and forming and sustaining purposeful learning communities.

IMPACT: None.

RATIONALE: This course is a requirement for all school district leadership license recipients. The course has been taught regularly for at least the last 15 years under the 986 seminar number. The course will continue to be a district license requirement.

EFFECTIVE DATE: Spring 2010

#11) EDLEA 902. District Leader Internship. (1-3). I, II. Satisfies the internship requirement for the district leadership license recommendation. Students are required to document a minimum 150 clock hours guided field experience through a formal internship and other coursework (i.e., additional internship requirements beyond EDLEA 902 are also imbedded in many courses in the licensure sequence to assist in reaching the 150 clock hour requirement).

IMPACT: None.

RATIONALE: This course is a requirement for all school district leadership license recipients. The course has been taught regularly for at least the last 15 years under the 986 seminar number. The course will continue to be a district license requirement.

EFFECTIVE DATE: Spring 2010

#12) EDLEA 950. Advanced School Business Management. (3). I. An advanced course in school finance policy and budgeting practices, with particular consideration for hands-on application to school district leadership in Kansas.

IMPACT: None.

RATIONALE: This course is a requirement for all school district leadership license recipients. The course has been taught regularly for at least the last 20 years under the 986 seminar number. The course will continue to be a district leadership license requirement.

EFFECTIVE DATE: Spring 2010

Non-Expedited
Graduate Degree name changes and Curriculum Change
Educational Leadership

#1 FROM:

Degree Names:
M.S. in Educational Administration and Leadership
Ed.D. in Educational Administration and Leadership

TO:

Degree Names:
M.S. in Educational Leadership
Ed.D. in Educational Leadership

IMPACT: None

RATIONALE: In 2004 the department changed its name to simply Department of Educational Leadership-degree names and course prefixes were not changed at that time. This request is to now complete those changes (i.e., degree name and prefix change only) to reflect the department name and to better reflect the language of the field.

EFFECTIVE DATE: Spring 2010

#2 FROM:

CURRENT REQUIREMENTS FOR M.S. IN AOCNT:
Adult Occupational & Continuing Education

EDACE 780 - Introduction to Adult Education	3
EDACE 790 - Characteristics of the Adult Learner	3
EDACE 830 - Program Planning in Adult Education	3
EDACE 886 - Seminars in Adult Education	6
EDCEP 816 - Research Methods	3
ELECTIVES	<u>18</u>
Total Hours	<u>36</u>

TO:

NEW REQUIREMENTS FOR M.S. IN AOCNT:
Adult Occupational & Continuing Education

EDACE 780 Introduction to Adult Education	3
EDACE 790 Characteristics of Adult Learners	3
EDACE 830 Program Planning in Adult Education	3
EDACE 818 Social Foundations of Adult Education	3
EDACE 847 Adult Learning and Motivation	3
EDCEP 816 Research Methods <u>or approved equivalent</u>	3
ELECTIVES	<u>15</u>
Total Hours	<u>33</u>

Program will accept 12 hours transfer from the U.S. Army Command and General Staff College (CGSC) for students attending CGSC.

IMPACT: None

RATIONALE: Changes proposed below simultaneously reduce credit hours for masters degree completion purposes while increasing required adult education content courses. Rationale for reducing total hours relates to better alignment with requirements of competing institutions and to streamlining the program's own content. Rationale for increasing required content courses also relates to aligning with common content of adult education programs in other institutions.

EFFECTIVE DATE: Spring 2010