Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

Directions:

- Use this set of forms for all proposals sent to the Curriculum Committee.
- Pages 1-3 of this document are required. Any unnecessary forms should be deleted from the packet before submissions. If multiple forms are needed (course addition, course deletion, etc), simply copy and paste additional forms into this packet.
- Note that all new programs (majors and minors), program eliminations, significant program revisions and all general education core revisions must be reviewed and approved by the Provost and Academic Planning Committee (APC) prior to submission to the Curriculum Committee. The Provost will make the decision if a program revision requires APC review.
- Completed and signed forms are due no later than the first Tuesday of every month. Submit one signed original hard copy and a scanned electronic copy with all signatures to the Chair of the Curriculum Committee.

1. Originator: Name: Blake Mackesy
   Department of Educational Leadership/International Programs
   Phone: 570-408-4157 email: blake.mackesy@wilkes.edu

2. Proposal Title: Instructional Leadership—Modification of Concentration for the Existing Doctor of Education (Ed.D.) in Educational Leadership

3. Check only one type of proposal: (double click on the appropriate check box and change default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and approval by the Provost and APC.
☒ Program Revision. Significant revisions to a program require review and approval by the Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review and approval by the Provost and APC.
☐ Course additions or deletions not affecting programs (such as elective courses, transition of “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course prerequisites. (Although these changes do require approval by the Curriculum Committee, they do not go before the full faculty for approval).
☐ Other (Specify)
4. Indicate the number of course modification forms that apply to this proposal:
   
   ______  Course Addition Form (plus syllabi)
   ______  Course Deletion Form
   ____1____  Course Change Form

5. Executive Summary of Proposal.
   
   Briefly summarize this proposal. The breadth and depth of this executive summary should reflect the complexity and significance of the proposal. Include an overview of the proposal, background and reasoning behind the proposal and a description of how the proposal relates to the mission and strategic long-range plan of the unit and/or university. For incidental changes a one or two sentence explanation is adequate.

   Since 2007, the School of Education has offered a Doctorate of Education (Ed.D.) to students from the United States as well as to a cohort from Oman, with tremendous success. Consistent with the mentoring culture and personalized approach to education, the Wilkes doctoral program meets the resounding need expressed by international educators who wish to earn a terminal degree. The School of Education is pursuing the opportunity to increase international, cross-cultural collaboration while extending the international footprint of the University, by offering the doctoral program designed for the unique needs of International Educators in a low-residency model at sites abroad and other off-site locations.

   Grounded in the Wilkes Mission and in alignment with the Gateway to the Future Strategic plan (goals 1, 2, 3, and 4) and the strategic focus of the School of Education, this initiative, specifically and initially, will prepare international educational leaders for success in a constantly evolving world while concurrently building the capacity for international collaboration with the U.S.-based doctoral students.

   After careful review of the curriculum, and specifically the Instructional Leadership concentration originally approved in April 2011, the faculty of the department recommend minor modifications to the concentration requirements through the use of existing coursework and the substitution of one U.S.-centric course. All doctoral students take 45 credits (Leadership Core, Research Core, Dissertation Core, and Educational Leadership) in addition to 15 credits from a chosen concentration (Curriculum and Instruction, Educational Technology, Educational Leadership Studies). The Instructional Leadership concentration was offered to the cohort in Oman. The concentration is listed on the transcript but does not appear on the diploma.

   This proposed program revision involves two changes:

   • Replace one course in Educational Leadership group –
     ED 623 is proposed to replace ED 626 (please see Course Change Form)
     o ED 626 Policy and Politics for Educational Leaders – existing
     o ED 623 Educational Technology Leadership – proposed
     Rationale: ED 626 is highly US-centric and not relevant for international educators.

   • Modify the Instructional Leadership concentration coursework.
     Rationale: The anecdotal feedback and market testing gathered from prospective students by educational experts in the region indicates that there is interest in coursework in both Educational Technology and Curriculum and Instruction. The name, Instructional Leadership, is positively perceived by the international educator community. The existing coursework in the Instructional Leadership concentration has been updated to align with the current structure of the other Ed.D. concentrations and will blend courses from the Educational Technology and Curriculum and Instruction concentrations.
6. Other specific information. (Not applicable for incidental changes.)

What other programs, if any, will be affected by this proposal? Describe what resources are available for this proposal. Are they adequate? What would be the effect on the curriculum of all potentially affected programs if this proposal were adopted? Include any potential effects to the curriculum of current programs, departments and courses.

The proposed course substitution and new concentration name will have no impact on other programs. The inclusion of international educators in the Wilkes doctoral program will have a positive impact on students, the School of Education, Wilkes University and the international education community.

7. Program Outline. (Not applicable for incidental changes).

A semester-by-semester program outline as it would appear in the bulletin for a new program or any modified program with all changes clearly indicated.

Doctoral courses required of all Ed.D. Students:

I.) Leadership: 9 credits
ED 610 Ethics for Educational Leaders
ED 612 Leadership, Diversity, & Societal Change
ED 614 Organizational and Leadership Theory

II.) Research: 12 credits
ED 681 Introduction to Educational Research
ED 682 Quantitative Methods for Educational Research I
ED 683 Qualitative Methods in Educational Research I
685/686 Quantitative/Qualitative Methods II

III.) Dissertation: 9 credits
ED 697 Dissertation Proposal Seminar
ED 698 Dissertation Proposal
ED 699 Dissertation

Educational Leadership-Instructional Leadership (30 total credits):

Educational Leadership Courses (15 credits)
ED 615 Professional Seminar in Educational Leadership
ED 629 Strategic Thinking and Planning
**ED 626 Politics and Policy for Educational Leaders ED 623 Educational Technology Leadership
ED 632 Cognition and Learning
ED 643 Trends and Innovations in Instructional Technology

**Concentration: Instructional Leadership (15 credits)
ED 670 Curriculum Theory
ED 672 Curriculum Design and Instructional Models
Elective-3-credit elective (from available doctoral level courses)
Elective-3-credit elective (from available doctoral level courses)
Elective-3-credit elective (from available doctoral level courses)

Proposed Revisions
*Replace ED 626 (existing) with ED 623 (proposed)
**Update the “Instructional Leadership” concentration
8. Signatures and Recommendations. (please date)
   • Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal
     and that adequate resources (library, faculty, technology) are available to support proposal.
   • If a potential signatory disagrees with a proposal he/she should write "I disagree with this
     proposal" and a signed statement should be attached to this submission.

   Rhonda Rabbitt, Interim Chair  
   Print Name/Title: Rhonda Rabbitt  
   Signature:  
   Date: 11/9/15

   Rhonda M. Rabbitt, Dean  
   Print Name/Title: Rhonda M. Rabbitt  
   Signature:  
   Date: 11/9/15

   Joseph M. Kudys  
   Print Name: Joseph M. Kudys  
   Signature:  
   Date: 11/9/15

   Print Name:  
   Signature:  
   Date:  
   Provost (For new programs, significant revisions and revisions to the General Education Program
   revisions only).  
   Provost should check here _____ if this proposal is a program revision AND the significance of the
   revision requires review and approval by APC prior to Curriculum Committee.

   Print Name:  
   Signature:  
   Date:  
   Chair, Academic Planning Committee.  For new programs, program revisions sent via the provost.
   Signature indicates that the proposal has been reviewed and approved by APC.

   Print Name:  
   Signature:  
   Date:  
   Chair, General Education Committee.  For revisions to General Education program only.  (Signature
   indicates that the proposal has been approved by GEC).
**Wilkes University Curriculum Committee**  
**COURSE CHANGE FORM**

**Directions:** Use this form to change information relating to an existing course. Please note, changes to course number require separate course addition/deletion forms (not this form!). Only indicate changes that are proposed (existing and proposed), other fields should be left blank.

**Proposed Course Replacement** (Instructional Leadership Concentration only):
- ED 623 Educational Technology Leadership in place of
- ED 626 Policy and Politics for Educational Leaders

<table>
<thead>
<tr>
<th>Existing</th>
<th>Proposed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Title</td>
<td>ED 626 Policy and Politics for Educational Leaders</td>
</tr>
<tr>
<td>Course Credit hours. (Indicate classroom, lab or “other” hours.)</td>
<td>3</td>
</tr>
<tr>
<td>Course Prerequisites</td>
<td>Ed.D. Core Courses</td>
</tr>
<tr>
<td>Course Description (as proposed for Bulletin)&lt;sup&gt;1&lt;/sup&gt;</td>
<td><em>Existing Bulletin Description:</em> This course will explore the roles of public policy and politics in education at the federal, state, and local levels. Through the course students will examine policy models, frameworks, and processes as they relate to policy issues in the K-12 and higher education arenas. A second major area of focus will be the political forces that influence and shape decision-making processes, reform efforts, and community relations.</td>
</tr>
</tbody>
</table>

<sup>1</sup> Course descriptions provide an overview of the topics covered. If the course is offered on a scheduled basis, i.e. every other year, or only during a set semester, note this in the description. Course descriptions should be no more than two to three sentences in length.