

Date of request: 09-OCT-2018

Request ID: E-2018-ELRT-96

College: E

Department: ELRT

Initiator name: Louann Bierlein-Palmer

Initiator email: l.bierleinpalm@wmich.edu

Proposed effective term: 201940

Does course need General Education approval?: N

Will course be used in teacher education?: N

If 5000 level course, prerequisites apply to: G

Proposed course data:

Change Course EDLD 6861

Specific Course Change type selected: Description

Specific Course Change type selected: Enrollment restriction

1. Existing course prefix and number:

EDLD 6861

2. Major and/or minor restrictions:

Include

3. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

This course is restricted to the following major(s):

Educ Ldship:K12 Leadership (ELKD)

Educ Ldship:Org Analysis (ELOD)

Educ Ldship:Higher Education (ELHD)

ED LDSHIP:CAREER/TECHNICAL ED - old code (ELTD)

Educ Ldship: Workforce Ed and Development - new code (ELWD)

Ph.D. in Ed and Human Development (EHDD)

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

Revise the major restrictions to include the new code for the Educational Leadership Ph.D. concentration in Workforce Education and Development, as well as the code for the Ph.D. in Education and Human Development.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

The name for one of the concentrations within the Ph.D. in Educational Leadership was revised a few years ago (Career Technical Education became Workforce Education and Development) and thus received a new code. In addition, the new college Ph.D. in Education and Human Development was recently created. There was a need to include these two major codes within the restrictions.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

- 1) Students will demonstrate skills associated with conducting research, such as research design, library searching and social science writing.
- 2) Students will demonstrate their knowledge of the discipline of thought associated with scholarship.
- 3) Students will identify a potential dissertation topic, demonstrating their initial acquisition of research-based expertise in that area of interest.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities. This will better support doctoral students in the Ph.D. in Educational Leadership program in the

ELRT department who are required to take this class, as well as those within the College Ph.D. in Education and Human Development who, in conjunction with their advisor, elect to take this class.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one. This will better support doctoral students in the Ph.D. in Educational Leadership program in the ELRT department who are required to take this class, as well as those within the College Ph.D. in Education and Human Development who, in conjunction with their advisor, elect to take this class.

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This will better support doctoral students in the Ph.D. in Educational Leadership program in the ELRT department who are required to take this class, as well as those within the College Ph.D. in Education and Human Development who, in conjunction with their advisor, elect to take this class.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

This will better support doctoral students in the Ph.D. in Educational Leadership program in the ELRT department who are required to take this class, as well as those within the College Ph.D. in Education and Human Development who, in conjunction with their advisor, elect to take this class.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Not applicable

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

not applicable

M. With the change from General Education to WMU Essential Studies, this question is no longer

used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

Not applicable

O. Current catalog copy:

EDLD 6861 - Doctoral Studies Seminar I

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This course is viewed as a problem-posing or problem-identification seminar, this course is intended to be taken during the first year of a student's doctoral program, with two primary goals. First, students will examine key issues facing education institutions today, both within the broader context and within their own organizations. Second, students are to be exposed to various research studies and associated methodologies related to their general areas of interests.

Prerequisites/Corequisites: Prerequisite: Admission to the Educational Leadership doctoral program.

Credits: 3 hours

P. Proposed catalog copy:

EDLD 6861 - Doctoral Studies Seminar I

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This course is viewed as a problem-posing or problem-identification seminar, this course is intended to be taken during the first year of a student's doctoral program, with two primary goals. First, students will examine key issues facing education institutions today, both within the broader context and within their own organizations. Second, students are to be exposed to various research studies and associated methodologies related to their general areas of interests.

Major Restriction: Admission to the Ph.D. in Educational Leadership or the Ph.D. in Education and Human Development programs, or instructor approval.

Credits: 3 hours

Department Curriculum Chair approver: Sue Poppink

Department Curriculum Chair comment:

Date: 09-OCT-2018

Department approver: Donna Talbot

Chair comment:

Date: 09-OCT-2018