

NOT FOR USE FOR CURRICULAR COURSE CHANGES
REQUEST FOR PROGRAM IMPROVEMENTS

NOTE: Changes to programs may require course changes, which must be processed electronically. Any questions should be directed to Associate Provost David Reinhold at 7-4564 or david.reinhold@wmich.edu

DEPARTMENT: ELRT

COLLEGE: CEHD

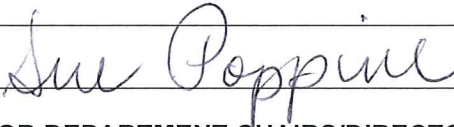
PROPOSED EFFECTIVE FALL YEAR: Fall 2020

PROPOSED IMPROVEMENTS: *Academic Program Proposed Improvements*

- | | | |
|---|--|--|
| <input type="checkbox"/> New degree* | <input checked="" type="checkbox"/> New minor* | <input type="checkbox"/> Admission requirements |
| <input type="checkbox"/> New major* | <input type="checkbox"/> Deletion* | <input type="checkbox"/> Graduation requirements |
| <input type="checkbox"/> New curriculum* | <input type="checkbox"/> Revised major | <input type="checkbox"/> Change in Title |
| <input type="checkbox"/> New concentration* | <input type="checkbox"/> Revised minor | <input type="checkbox"/> Transfer |
| <input type="checkbox"/> New certificate* | | |


 Other (explain**) ** Other:

Title of degree, curriculum, major, minor, concentration, or certificate: Undergraduate minor in Leadership Studies

Chair, Department Curriculum Committee:

Date: 3-12-19

CHECKLIST FOR DEPARTMENT CHAIRS/DIRECTORS

- For new programs and other changes that have resource implications, the dean has been consulted.
- When appropriate, letters of support from department faculty are attached.
- When appropriate, letters of support from other departments in the same college are attached.
- When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- The proposal has been reviewed by HIGE for possible implications for international student enrollment.
- The proposal is consistent with the departmental assessment plan, and identifies measurable learning outcomes for assessment.
- Detailed resource plan is attached where appropriate.
- All questions attached have been completed and supporting documents are attached.
- The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair/Director:

Date: 3/11/19

CHECKLIST FOR COLLEGE CURRICULUM COMMITTEE

- The academic quality of the proposal and the faculty involved has been reviewed.
- Detailed resource plan is attached where appropriate.
- Consistency between the proposal and the relevant catalog language has been confirmed.
- The proposal has been reviewed for effect on students transferring from Michigan community colleges. Detailed information on transfer articulation must be included with undergraduate proposals.
- Consistency between the proposal and the College and department assessment plans has been confirmed.
- Consistency between the proposal and the College and department strategic plans has been confirmed.
- All questions attached have been completed and supporting documents are attached.
- The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Chair, College Curriculum Committee:
Date

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REQUEST FOR PROGRAM IMPROVEMENTS**

CHECKLIST FOR COLLEGE DEANS

- For new programs and proposed program deletions, the provost has been consulted.
- For new programs, letter of support from University Libraries Dean indicating library resource requirements have been met.
- When appropriate, letters of support from other college faculty and/or chairs are attached.
- When appropriate, letters of support from other college deans, whose programs/courses may be affected by the change, are attached.
- The proposal has been reviewed for implications for accreditation, certification, or licensure.
- Detailed resource plan is attached where appropriate.
- All questions attached have been completed and supporting documents are attached.
- The proposal is written and complete as outlined in the Faculty Senate guidelines and the curriculum change guides.

Dean:	Date:
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**FOR PROPOSALS REQUIRING REVIEW BY:
GSC/USC; EPGC, GRADUATE COLLEGE, and/or FACULTY SENATE EXECUTIVE BOARD**

<input type="checkbox"/> Return to Dean		
<input type="checkbox"/> Forward to:	Curriculum Manager:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Chair, GSC/USC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Chair, EPGC:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Graduate College Dean:	Date:
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	Faculty Senate President:	Date
<input type="checkbox"/> Approve <input type="checkbox"/> Disapprove	*needs review by Provost:	Date

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REQUEST FOR PROGRAM IMPROVEMENTS

1. Explain briefly and clearly the proposed improvement:

The proposed improvement is to create a NEW 15-credit hour undergraduate minor in Leadership Studies within the Department of Educational Leadership, Research and Technology. Of the four proposed new courses, separate new course proposals have been submitted for EDLD 2020, EDLD 3020, and EDLD 4795 along with this proposal for a new program. The remaining course (EDLD 2000) has been previously submitted to the College Curriculum committee (on December 4, 2018) for review as a WMU Essential Studies course. The fifth course in this undergraduate minor is an elective approved by advisor; ideally, this elective course will assist with linking the leadership studies focus with the student's major academic focus.

2. Rationale. Give your reason(s) for the proposed improvement.

Currently, the Department of Educational Leadership, Research and Technology (ELRT) only offers graduate programs to its students. Due to increasing calls by the WMU Provost's and CEHD Dean's Office to develop innovative strategies for increasing student enrollment at the institution, the department plans to leverage the theoretical and practical expertise of our faculty in the study of leadership in order to develop our first undergraduate program offering. In addition, the department has consulted with other units on campus, including the Division of Student Affairs and the Office of Student Engagement, who believe that there is demand from students on campus for an undergraduate minor in leadership studies that would complement the co-curricular leadership offerings already available at WMU.

3. 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.

The proposed new program does not affect other programs, departments or colleges. This is due to the fact that there is no current minor on campus focusing on leadership studies that is not affiliated with a particular disciplinary focus (e.g., Military Science and Leadership, Leadership and Business Strategy, Non-profit Leadership, etc.). The planned minor in Leadership Studies will be interdisciplinary in focus and will allow students from all majors to learn about leadership theory and practice and to consider what leadership looks like within their own major disciplines.

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

The effect on our department's programs will be minimal. The minor requires the creation of four new undergraduate courses that will serve as the core of the program and will be taught by existing full-time or part-time faculty with leadership expertise who are already affiliated with the department. In addition, a current faculty member will serve as the faculty advisor for the program with the College of Education and Human Development Advising Office providing primary student advising for the minor (per discussion with Director, Ms. Chris Robinson). Finally, this new program fits with current departmental offerings as it will provide an opportunity to expose undergraduate students to our department earlier than they would normally otherwise be (usually during their graduate school search) leading some students who complete the undergraduate minor to consider continuing their education through graduate education in our department or other departments within the college.

5. Alignment with college's and department's strategic plan, mission, and vision.

This proposal for a new undergraduate minor in leadership studies aligns well with the CEHD's vision to, "Be the premier choice for a diverse community of education and human development learners by offering a portfolio of regionally, nationally and internationally recognized programs." The proposed minor will add to the college's distinctive and innovative suite of programs, which are not otherwise offered at WMU.

6. 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.

As this proposal is for a new undergraduate minor, there should be no effects on currently enrolled students. The faculty coordinator for the program will determine a course rotation schedule for required courses in the curriculum to allow students to complete the minor in a timely manner while concurrently completing their major degree programs. In addition, this course rotation schedule will allow courses to

be offered frequently enough to allow students to complete their minor requirements in a timely progression while also ensuring the new course offerings fit into the larger schedule of courses offered among the various other programs in the department.

7. 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?

The anticipated student audience for this minor are any students studying within the various majors at WMU who would like to supplement skills learned in their major degree programs with knowledge concerning the theory and practice of leadership. The curriculum in this minor will provide students with basic leadership theories, experiential leadership activities that will allow students to develop their leadership skills, and strategies for using leadership for social change and leading diverse teams. In addition, the minor in Leadership Studies will challenge students to consider the role of leadership within their major disciplines of study and how they can develop as leaders within their professional fields.

As stated previously, WMU does not currently offer a minor in leadership that does not have a disciplinary focus. The proposed minor in Leadership Studies will provide students the opportunity to explore leadership from an interdisciplinary lens while still allowing them to focus on their major of choice. Additionally, department faculty have had extensive discussions with various student-serving units on campus including the Division of Student Affairs, the Office of Student Engagement, and the WMU Signature Program. Each of these units already work with students related to co-curricular leadership development and are highly supportive of the proposed undergraduate minor in Leadership Studies. The directors of these units, including Vice President for Student Affairs, Dr. Diane Anderson, believe that proposed minor would be a fitting academic option to supplement the co-curricular leadership experiences of WMU undergraduate students. Finally, program faculty conducted a brief focus group with WMU undergraduate students participating in the Office of Student Engagement's Leaders in Action certificate program (co-curricular program) to gauge interest in a potential undergraduate leadership minor. The students in this focus group were very supportive of the development of such a program, stated their desire for having such a minor to choose from when they entered the university, and expressed their belief that this minor would be of interest to current and future WMU undergraduate students.

Initially, the anticipated enrollment for the program will be approximately 30 new students per year. However, due to expected demand for this program from the current WMU undergraduate student population, the department expects to grow the program to meet future enrollment demands in this area of study.

8. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. If proposing a new program, include a letter and/or email of support from the university libraries affirming that the library resource issues have been reviewed. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

Current resources are adequate in terms of equipment, space, technology and library holdings. In addition, a current faculty member in the department will serve as the program coordinator and the College of Education and Human Development Advising Office will support advising of students in the new minor. The four new courses created for the minor will be integrated into the department's current course rotations and taught by existing faculty as needed. *Please see attached email from university libraries related to library resources.*

9. List the learning outcomes for the revised or proposed major, minor, or concentration. The department will use these outcomes for future assessments of the program.

Students will:

1. Demonstrate the ability to apply theories of leadership to real world practice.
2. Articulate a personal philosophy of leadership.
3. Develop strategies for leading diverse groups and advocating for social change.
4. Recognize the interdisciplinary nature of leadership and the realities of being a leader within their chosen profession.

10. Describe how this change is a response to assessment outcomes that are part of a department or college assessment plan or informal assessment activities.

In addition to the information provided in Questions #3 and #8 above, the department has considered carefully how to expand current offerings and increase enrollment in a way that is consistent with both the CEHD's and ELRT's strategic plan and the quality and breadth of our existing programs. In that way, this proposal for a new undergraduate minor in Leadership Studies is designed to address several of CEHD's strategic goals including:

- 1.3: Strengthen support for an increasingly diverse student population.
- 1.4: Increase program adaptation to changing external trends.
- 4.1. Strengthen recruiting, enrollment and retention.
- 5.5: Promote a more innovative and adaptive college culture.

11. (Undergraduate proposals only) Describe in detail how this change affects transfer articulation for Michigan community colleges. 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.

This proposal will have no effect on transfer articulations. For the first course in the minor curriculum sequence (EDLD 2000: Introduction to Leadership), which has already been submitted for approval as a WMU Essential Studies course, all essential studies articulations will apply for courses that are related to general leadership. For the remaining twelve hours in the minor, students will be required to complete these courses at WMU to complete the minor.

12. Please offer both "Current Catalog Language" and "Proposed Catalog Language" if there is to be a change in the catalog description for a given program. For the "current" language, please copy and paste relevant language from the most current catalog and for the "proposed" language, please share the exact proposed new catalog language. As possible, bold or otherwise note the key changes in the new proposed catalog language.

Undergraduate Minor in Leadership Studies, 15 hours

The minor in Leadership Studies through Western Michigan University is an interdisciplinary, 15-credit hour program offered through the Department of Educational Leadership, Research and Technology. The main objectives of this academic minor are to educate students about leadership development through theoretical and experiential activities in order to prepare them for future leadership positions in chosen careers and in society. The Leadership Studies minor complements a variety of academic majors and encourages students to consider the role of leadership through the lens of their major field of study.

Leadership Core

The required courses in the leadership core include:

- EDLD 2000 – Introduction to Leadership **Credits: 3 hours**
- EDLD 2020 – Experiential Leadership **Credits: 3 hours**
- EDLD 3020 – Leadership for Social Change **Credits: 3 hours**
- EDLD 4795 – Capstone in Leadership **Credits: 3 hours**

Elective

3 hours approved by the advisor.

Subject: Re: ELRT Undergraduate Leadership Studies Program - Library Resources

Leadership Minor Proposal Form - 2.26.2019.docx

Hi Eric,

University Libraries is pleased to sign off in support of your proposal for a new undergraduate minor in Leadership Studies in the Department of Educational Leadership, Research and Technology. Thank you for meeting with your liaison librarian, Michele Behr, to review the proposal and determine if existing informational resources are sufficient to meet its informational needs. I concur with Michele's assessment that existing resources that currently support graduate programs in ELRT, combined with strong indexing and access to a wide range of resources in the field of education at all levels will be sufficient to support this new minor.

We wish you every success in this new endeavor.

Sincerely,

Barbara

Barbara Cockrell,
Collections Strategist Librarian, University Libraries
Western Michigan University
Waldo Library, 1903 W Michigan Ave
Kalamazoo, MI 49008-5353 USA
(269) 387-5143

The University Libraries empowers its community to discover, explore, and shape the information universe for current and future uses

From: Eric Archer
Sent: Thursday, February 28, 2019 1:22 PM
To: Barbara J Cockrell
Subject: FW: ELRT Undergraduate Leadership Studies Program - Library Resources

Hello Barbara,

I am hoping you can assist me in securing a response from University Libraries that concurs with Michele's assessment below. I plan to submit your email response along with the curriculum paperwork for the program outlined below by the March 12th deadline for CEHD review. I have attached the materials I originally sent to Michele (program proposal and four syllabi for new classes being created) in case you would like to review them as well.

Please feel free to let me know if you have additional questions.

Sincerely,
Eric Archer

From: Michele D Behr
Sent: Thursday, February 28, 2019 9:05 AM
To: Eric Archer <eric.archer@wmich.edu>
Cc: Barbara J Cockrell <barbara.cockrell@wmich.edu>
Subject: RE: ELRT Undergraduate Leadership Studies Program - Library Resources

Thanks Eric. I looked at these materials and I don't have any concerns about the libraries' ability to support this program. Please get in touch with Barbara Cockrell to request her review and statement to go along with the curriculum proposal. I have copied her on this message so she knows that I am in support of this program.

Michele

From: Eric Archer <eric.archer@wmich.edu>

Sent: Tuesday, February 26, 2019 7:40 PM
To: Michele D Behr <michele.behr@wmich.edu>
Subject: ELRT Undergraduate Leadership Studies Program - Library Resources

Hello Michele,

Thank you for meeting with me today and sharing your insights regarding our discussion of the development of a new undergraduate minor in Leadership Studies in our department. As requested, I have included some info below related to the catalog entry for the intended new minor and mock syllabi for each of the new courses. Please let me know if additional information would be helpful.

As we discussed, I do not think this new program will require additional library resources but I would welcome your thoughts. Also, if you could assist me in connecting with University Libraries leadership to obtain an email statement that no new resources seem to be necessary, I would appreciate that. I am hoping to submit the proposal by the March 12th deadline for CEHD curriculum review and would like to submit a statement from Universities Libraries indicating comments on the need for additional resources.

Thanks again for all of your help and please feel free to let me know if you need additional info or have questions.

Thanks!
Eric

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Leadership Core:

EDLD 2000 – Introduction to Leadership **Credits:**3 hours
EDLD 2020 – Experiential Leadership **Credits:**3 hours
EDLD 3020 – Leadership for Social Change **Credits:**3 hours
EDLD 4795 – Capstone in Leadership **Credits:**3 hours

Elective:

3 hours approved by the advisor.

D. Eric Archer, PhD, CCLS
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Faculty Liaison, NASPA International Education Knowledge Community (IEKC)
<https://www.naspa.org/constituent-groups/kcs/international-education>

Schedule an Appointment: eric-archer.youcanbook.me

Pronouns: he/him/his

Intellection*Deliberative*Input*Ideation*Relator

Visit EDLD PHD online at: <http://wmich.edu/leadership/academics/ed-leadership/doctor>
Visit EGL MA online at: <https://wmich.edu/leadership/academics/ed-leadership/master/egl>
Visit HESA MA online at: <http://wmich.edu/leadership/academics/ed-leadership/master/hesa>

Visit Global and International Studies online at: <https://wmich.edu/globalstudies>
Facebook: <https://www.facebook.com/wmuelrt>

Subject: RE: Question Regarding Transfer Articulation for New Undergraduate

Hi Eric,

How exciting that you're ready to submit this to curriculum committee! I'll do my best to try and help answer your questions.

What you have for your articulation explanation is good. Since the courses are new, there are no current articulations in place for them, and it is your right to indicate you won't accept transfer courses if you want.

It's fine to say the elective course will be agreed upon between advisor and student. Just keep in mind that students cannot double-dip a course that is already part of their major and use it also in the minor. That will be a case-by-case evaluation.

So I think it looks good and I'm excited for this minor!

Have a great weekend,
Chris

From: Eric Archer
Sent: Tuesday, February 26, 2019 7:52 PM
To: Chris Robinson <christine.robinson@wmich.edu>
Subject: Question Regarding Transfer Articulation for New Undergraduate Curriculum Proposal

Hello Chris,

I am in the process of finalizing the new curriculum proposals our department are submitting this Spring. As I have mentioned before, one of these proposals is for a new, 15-credit hour undergraduate minor in Leadership Studies. One question I have is related to the section on transfer articulation for undergraduate programs. The prompt states that a detailed discussion should be provided; however, when I looked at previous proposals - including the new CEHD undergraduate major, the discussion was very brief and just stated that all articulation requirements would be followed.

So, I suppose my question is how I should address this question for our undergraduate minor proposal? My first reaction is that we probably wouldn't allow students to transfer in any courses as we would want them to take the entire 12-hour core in our department (the additional 3 hours is an elective students can choose from their major department or take another class in our department). Is that a no-no? If so, the only transfer I could see being allowed would be for the EDLD 2000: Introduction to Leadership course (which will also be an Essential Studies course) if students had taken a course at another institution that was related to leadership. Otherwise, they would still need to complete the additional courses within our department. Does that make sense? I'm not sure which would be the best approach to include in the paperwork or if I am completely missing the mark.

Below, I have included the proposed catalog entry for the program as well as how I have currently answered the question about transfer articulation on the curriculum proposal. I'd appreciate hearing what you think. If you want to respond by email that's fine. If it would be easier to give you a call sometime this week or stop by your office, I could probably do so sometime Thursday afternoon or during the day on Friday.

Thanks
Eric

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