

## GRADUATE COUNCIL

### PROPOSAL FOR CHANGE IN EXISTING COURSE/PROGRAM

#### ORIGINATING UNIT:

#### TYPE OF ACTION:

\_\_\_\_\_ Change in existing course  
\_\_\_X\_\_\_ Change in existing program

#### TYPE OF CHANGE REQUESTED:

___X___	Number	___X___	Title
_____	Description	_____	Prerequisite(s)
_____	Drop course/program	___X___	Program Requirements
_____	Other (specify) _____		

#### Semester and Year Change(s) take effect:

Fall 2020

Appropriate Computer Abbreviation (30 spaces or less):

M.ED. with Higher Ed Emphasis

DESCRIPTION OF CHANGE – **highlight**, **bold**, *italics*, or otherwise identify parts that are changed in proposed copy (omit if dropping a course or program):

#### Present catalog copy:

**Educational Leadership, M.Ed.**

The M.Ed. in Educational Leadership is a 36 credit-hour non-thesis program that prepares individuals to serve in educational leadership in a variety of educational settings. Two pathways are available in the Educational Leadership, M.Ed. The first pathway leads to certification for those wanting to serve as elementary and secondary principals, supervisors and central office staff in public and private schools (where certification may be required). The second focuses on leadership in higher education contexts. Note: Applicants seeking to enroll in the coursework leading to certification as a principal must have completed at least one full year of teaching in an accredited school prior to beginning coursework.

## Higher Education Emphasis

EDAD 70200	Internship in Educational Administration	1-6
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EDGU 60403	Theories of Student Development	3
EDGU 60423	Organization and Administration of Support Programs	3
EDHE 60133	Legal Issues in Higher Education	3
EDLE 60013	Leadership: Theory and Practice	3
EDLE 60023	Seminar: Trends in Teaching, Learning, and Leadership	3
EDUC 60253	Historical and Philosophical Foundations of Education	3
EDUC 70953	Research in Education	3
EDUC 70983	Introduction to Quantitative Research	3
	Electives	3
	Electives	3

## Proposed catalog copy: Educational Leadership, M.Ed.

The M.Ed. in Educational Leadership is a 36 credit-hour non-thesis program that prepares individuals to serve in educational leadership in a variety of educational settings. Two pathways are available in the Educational Leadership, M.Ed. The first pathway leads to certification for those wanting to serve as elementary and secondary principals, supervisors and central office staff in public and private schools (where certification may be required). The second focuses on leadership in higher education contexts. Note: Applicants seeking to enroll in the coursework leading to certification as a principal must have completed at least one full year of teaching in an accredited school prior to beginning coursework.

### Proposed Courses of Study Higher Education Emphasis

Course	Course Title	Hours
	Required	
EDHE 70203/EDAD 70200	Internship <i>Note: This course is cross-listed in Higher Education and Ed Admin.</i>	3
EDHE 60403/EDGU 60403	Theories of Student Development <i>Note: This course is cross-listed in Higher Education and Counseling</i>	3
EDHE 60423	Introduction to Student Affairs	3
EDGU 50223	Helping Skills	3
EDHE 60013/EDLE 60013	Leadership Theory and Practice <i>Note: This course is cross-listed in Higher Ed &amp; Ed Leadership</i>	3
EDHE 60023/EDLE 60023	Seminar: Trends in Higher Education <i>Note: This course is cross-listed in Higher Ed &amp; Ed Leadership</i>	3

EDUC 5503	Diversity In American Education	3
EDUC 60823	Educational Program Evaluation and Research	3
EDUC 70983	Intro to Quantitative Analysis	3
EDGU 50323 Or EDGU 60143	Small Group Dynamics Or Counseling Interventions <i>Note: Student will take one or the other. Both classes also available as electives</i>	3
	Elective	3
	Elective	3

#### Supporting EVIDENCE OR JUSTIFICATION:

Research investigating skills needed for entry level positions in student affairs, indicates that students need both administrative courses and an introduction to counseling skills. This proposal modifies the Higher Education Leadership master's degree program by incorporating counseling courses. The internship requirement has been reduced since most of the full-time students have a Graduate Assistantship that provides practical higher education experience. The law requirement has been moved to an elective since the study of pertinent legal issues is part of the content of several higher education courses. The faculty of the higher education program and the counseling program agree that this curriculum adjustment is appropriate.

We are also asking to cross-list some courses to eliminate confusion among students and to reflect that these are sections of higher education courses. Those cross-listings are:

#### Explain how the change(s) will affect the current outcomes and assessment mechanisms?

No change

#### **ADDITIONAL RESOURCES REQUIRED:**

**Faculty: None**

**Space: None**

**Equipment:** None

**Library:** None

**Other:**

***CHANGE IN TEACHING LOAD:***

Does this change affect any other units of the University? ☒ Yes ☐ No

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

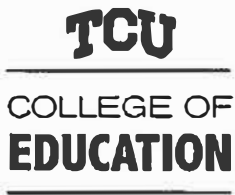
**Chair of Originating Unit:**

**Signature:** Robin Griffith

**Name:** Robin Griffith

**Unit:** College of Education

**Revised 3/2012**



TCU Box 297900  
Fort Worth, TX 76129  
817.257.6776

Dear Members of the Graduate and University Councils,

The counseling faculty in the College of Education—Drs. Marcella Stark, Becky Taylor, and Frank Thomas—are writing this letter in support of the program change to the Higher Education Leadership Program. Over the years, we have collaborated with Dr. Don Mills in preparing student affairs professionals. Typically, that took the form of Dr. Mills teaching our counseling students who were pursuing a student affairs emphasis.

Alongside Dr. Mills and Dr. Taryn Allen, we engaged in discussion about how to best prepare new professionals, and we agreed that a curriculum that incorporates both counseling and administrative/leadership coursework is ideal. For this reason, we support their program change to incorporate counseling courses in their MEd program, and we agree to assist them in this effort.

Sincerely,

Three handwritten signatures in blue ink. The first signature is "Marcella Stark", the second is "Frank Thomas", and the third is "Becky Taylor". They are stacked vertically.

Drs. Stark, Taylor, and Thomas  
COE Counseling Faculty

A handwritten signature in purple ink that reads "Robin Griffith".

Dr. Robin Griffith  
Interim Director of Graduate Studies