

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED _____

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS _____

FACULTY LOAD HOURS _____

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) _____

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature] [Date]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 15 May 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0824-790

DATE/SIGNATURE OF REGISTRAR B. J. Kelway

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Dissertation Proposal**
- b. Sponsors: Richard Smith, Thomas C. Monahan, David E. Kapel, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 1
- d. Course Level: Doctoral
- e. Curricular Effect: Major requirement
- f. Prerequisites: Research for Educational Leadership II and Leadership Problems I
- g. Suggested time and scale of implementation: Summer 3
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A -- new course

2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

All students in the program are required to write and to successfully defend a dissertation in order to earn the doctorate in educational leadership. To avoid the common problem associated with doctoral programs of non-completion of the dissertation (often the result of a poorly conceptualized project), this course is intended to help the student to prepare a well-designed dissertation proposal.

3. Essence of the Course:

- a. Objectives of the course in relation to student outcomes:

the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course assists the student in preparing an acceptable dissertation proposal. Topics include approaches to conducting dissertation research, designing an effective study, and how to recognize and to avoid common difficulties encountered in dissertation research.

Prerequisite: Leadership Problems I