



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]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 15 May 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED CD 24-795

DATE/SIGNATURE OF REGISTRAR [Signature]

NOTIFICATION FORWARD:

SENATE CURRICULUM COMMITTEE CHAIRPERSON

DEPARTMENT CHAIRPERSON(S)

ACADEMIC DEAN(S)

REGISTRAR

SPONSOR(S)

## Course Proposal

### 1. Details

- a. Course Title: **Dissertation Research in Educational Leadership**
- b. Sponsors: Richard Smith, Thomas C. Monahan, David E. Kapel, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 12. Students may register for all 12 credits at once or may register in four credit increments for three consecutive semesters including summer. (Note that if the dissertation has not been completed by the end of the three semester period, the student must register for non-credit "Dissertation Continuation," for which a fee must be paid.)
- d. Course Level: Doctoral
- e. Curricular Effect: Major requirement
- f. Prerequisites: Permission of the student's Doctoral Committee as a consequence of passage of the Doctoral Program's second benchmark including the dissertation proposal.
- g. Suggested time and scale of implementation: Fall 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. While there will be a certain degree of latitude to design the dissertation such that it contributes to the student's

continuing growth and demonstrates the student's achievement of the goals of the doctoral program, the dissertation must be a scholarly product that is grounded in, and that expands upon, the existing literature. The dissertation must tackle a significant research problem relevant to the practice of leadership within the educational continuum.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: The dissertation must be a scholarly product that tackles a significant research problem relevant to the practice of leadership within the educational continuum, thereby demonstrating the student's achievement of the goals of the doctoral program.

b. Topical Outline/Content: This independent research project will be conducted in conformity with the student's dissertation proposal as approved by the student's doctoral committee. The final work product will be a successfully defended dissertation; this must occur within three years of the student's passage of the Doctoral Program's second benchmark.

c. Grading and evaluation procedure of students: Students will receive a grade of "incomplete" for each semester until successful defense of the dissertation. Once the dissertation has been successfully defended, the student will receive a grade of "pass."

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in 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 is a 12 credit independent research project to be conducted in conformity with the student's dissertation proposal that has been approved by the student's doctoral committee. Students may register for all 12 credits at once or may register in four credit increments for three consecutive semesters including summer. Dissertations must be completed within three years of passage of the second benchmark.

**Prerequisite:** Permission of the student's Doctoral Committee as a consequence of passage of the Doctoral Program's second benchmark including the dissertation proposal.