

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED

12-4-95

APPROVED:

YES

NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS

2

FACULTY LOAD HOURS

2

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE)

12/3/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST

[Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED

10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED

0828-728

DATE/SIGNATURE OF REGISTRAR

BZ Kelsey

10 Jan 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Leadership and Educational Philosophy**
- b. Sponsors: Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Leadership Seminar I
- g. Suggested time and scale of implementation: Spring 1
- 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.

Educational leaders must guide their actions in keeping with a well-developed philosophy of education. For example, such basic issues as what should be taught, how, in what order, to whom, and for what purpose are all factors of the educational philosophy of those establishing the educational policies of a school or college. Students will continue to develop and evolve their educational philosophies as part of the educational platform development that will begin in the Leadership Theory course and continue through the Leadership Seminar sequence. The formal study of educational philosophy in the context of educational leadership would broaden student horizons and enrich their educational

platform development.

3. Essence of the Course:

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

- (1) Provide students with a deeper understanding of the variety of educational philosophies
- (2) Help students to clarify their thinking regarding educational philosophy
- (3) Strengthen the linkage between the student's educational philosophy and leadership direction

b. Topical Outline/Content:

- (1) The American Dream and educational philosophy
- (2) Schools of educational philosophical thought
 - (a) Modern realism -- Alfred North Whitehead, Bertrand Russell
 - (b) Perennialism -- Robert Maynard Hutchins, Mortimer Adler, Allen Bloom
 - (c) Pragmatism (Progressivism) -- William James, John Dewey
 - (d) Social Reconstructionism -- Theodore Bramfield, Martin Luther King
 - (e) Essentialism -- William Bagley
 - (f) Behaviorism -- Carl Rogers, B.F. Skinner
 - (g) Social and futures philosophy -- The Tofflers, Christopher Dede
 - (h) Postmodernism -- Henry Giroux, Kate Campbell
- (3) Problems in educational philosophy, such as:
 - (a) The individual versus the group
 - (b) Unity versus pluralism versus particularism
 - (c) Access versus excellence
 - (d) The present versus the future
- (4) The implications of educational philosophy for educational leadership

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds.

Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Grading and evaluation procedure of students: Students will be required to write and present a paper on a problem in educational philosophy, analyzing the problem in accordance with at least three schools of philosophical thought (utilizing at least two with which the student disagrees), and discussing the implications for the educational leader. Class participation, the presentation, and the paper will serve as basis for the grade.

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 course focuses on the democratic ideals that underpin educational philosophy in America, on formal schools of educational philosophical thought, on problems in educational philosophy, and on the implications of educational philosophy for educational leadership.

Prerequisite: Leadership Seminar I