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**ROWAN COLLEGE
CURRICULUM COMMITTEE**

PROPOSAL TITLE: RESEARCH FOR EDUCATIONAL LEADERSHIP II CS24-705

 UNDERGRADUATE GRADUATE 2 CREDIT HOURS

SPONSOR(S): Richard R. Smith, Thomas C. Monahan and David E. Kapel

DEPARTMENT & TELEPHONE# Educational Administration Department
Doctoral Program Development Team X-4702

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

| STEP #1 (DEPARTMENT) | STEP #2 (RECEIPT) | STEP #3 (SCHOOL) |
|---|--|--|
| <u> </u> APPROVED/DATE: <u> </u> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR. <u> </u> REVIEWED/DATE: <hr/> DEPT. CHR. | SCC# <u>95-96-39</u> DATE RECEIVED: <u>Ernest J. Gorka</u> SENATE CURRICULUM CHR. | REVIEWED DATE: <u>11/21/95</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input type="checkbox"/> WITHOUT RESERVATIONS <input checked="" type="checkbox"/> WITH RESERVATIONS COMMENTS: <u>David E. Kapel</u> SCHOOL COMMITTEE CHR. |

STEP #4 (ACADEMIC DEAN) **COMMENTS:**

RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)

DATE & SIGNATURE, DEAN OF SCHOOL David E. Kapel 11/21/95

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 11/21/95

RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/21/95 APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) 11/21/95

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE Ernest J. Gorka 11/21/95

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) 12/5/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan. 96

REGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0824.705

DATE/SIGNATURE OF REGISTRAR [Signature] 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: **Research for Educational Leadership II**
- b. Sponsors: Richard Smith, Thomas C. Monahan, David E. Kapel, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Major requirement
- f. Prerequisites: Research for Educational Leadership I
- g. Suggested time and scale of implementation: Summer 2
- 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 engaged in doctoral study are required to take advanced course in research methods. This course is intended to serve as the second of a two-part sequence in research and analysis.

Drawing upon the knowledge and skills of earlier introductory experiences in research methodology, students will be expected to engage in in-depth study in areas that have relevance for educational leaders: (1) approaches in analytic research with specific application to issues of policy research, analysis, and assessment; (2) using research

findings in force field analysis; (3) understanding and interpreting policy research; (4) using research and communicating its results to interested publics.

Students will be expected to apply the knowledge and skills learned in this course to other courses in the program, as well as in their dissertation research. Equally as important, students will be expected to learn how to apply the skills and knowledge resulting from this course in real situations that they will face as educational leaders.

3. Essence of the Course:

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

(1) Students will learn approaches to analytic research with specific application to policy research and analysis. Using practical examples of educational policies provided either by the course instructor or drawing from their own professional experiences, students will apply the knowledge and skills learned in course assignments.

(2) Students will engage in practical study of various leadership positions and will understand how research and qualitative analysis is a powerful force in educational problem-solving and decision-making.

b. Topical Outline/Content:

(1) Modes of qualitative inquiry

(2) Understanding force field analysis in problem-solving and decision-making

(3) Policy research, analysis, and assessment

(4) Understanding and interpreting policy and other forms of qualitative inquiry

(5) Using research in educational decision-making

(6) Effectively communicating research results to interested publics

This course will utilize a lecture/discussion approach. Drawing from case studies in the literature, as well as practical examples from their professional experiences or environments, students will work cooperatively to apply the knowledge and skills learned to assignments organized by the instructor. Among the work products of the course will be briefs on practical policy research, analysis, and assessment, as well as position papers on contemporary educational issues.

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.

Incorporated into this course is the use of communications and instructional technology (as appropriate).

c. Grading and evaluation procedure of students: Students will be evaluated on the basis of (1) performance on midterm and final examinations, (2) quality of work products including papers, and (3) class participation.

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.

Dr. Pearl Bartelt, Dean of Liberal Arts and Sciences, was also consulted in the development of this course.

Catalogue Description

This course focuses on approaches in qualitative research with emphasis on policy research, analysis, and assessment. This course provides practical knowledge for use by educational leaders to support administrative decisions.

Prerequisite: Research for Educational Leadership I