**PROPOSAL NUMBER:** 99-306

**CURRICULUM PROPOSAL FORM**

**DEADLINES:**

**PROPOSAL TITLE:** Dissertation Proposal

**SPONSOR/S:** Educational Leadership Department

**DEPARTMENT:** Educational Leadership Department

**CHECK ALL THAT APPLY:**
- [ ] UNDERGRADUATE
- [x] GRADUATE

**COLLEGE:**

If LAS:
- [ ] History/Humanities
- [ ] Math/Sciences
- [ ] Social/Behavioral Sciences

**TYPE OF PROPOSAL (Check ALL that Apply)**
- [ ] General Education
  - [ ] New Course in Bank
  - [ ] Existing course, Add To Bank
  - [ ] Multicultural/Global Designation
  - [ ] Writing Intensive Designation
- [ ] New Minor/Concentration/Specialization
- [ ] New Major/Degree Program
- [ ] Short Term Course Proposal
- [x] Minor Changes to Existing Courses
- [ ] Course is NOT General Education
- [ ] Course IS General Education

**DEPARTMENT**
(SIGNATURE INDICATES APPROVAL)

DEPT. CURRICULUM CHAIR / DATE: 12/11/98
DEPT. CHAIRPERSON / DATE: 10/19/98

**COLLEGE CURRICULUM COMMITTEE**
DATE OF OPEN HEARING (if necessary): 12/11/98

- [ ] APPROVED
- [ ] NOT APPROVED

COMMENTS: 12/11/98

SIGNATURE: [Signature]
DATE: 12/11/98

**ACADEMIC DEAN (& GRADUATE DEAN, for New Graduate Programs Only)**

- [x] APPROVED
- [ ] NOT APPROVED

COMMENTS:

SIGNATURE (Academic Dean): [Signature]
DATE: 11/11/98

SIGNATURE (Graduate Dean):
DATE: [Date]
UNIVERSITY CURRICULUM COMMITTEE

DATE OF OPEN HEARING (if necessary): 12/13

APPROVED

NOT APPROVED

COMMENTS:

Signature: [Signature]
Date: [Date]

SENATE

Date announced at Senate: [Date]

Voted upon at Senate: [Date]

APPROVED

NOT APPROVED If no, reasons are as follows:

STUDENT CREDIT HOURS ___ FACULTY LOAD HOURS ___ EQUALIZED CREDIT HOURS ___

OFFICIAL COPY & APPROVAL SHEET FILED (DATE): [Date]

DATE/SIGNATURE EXECUTIVE VICE PRESIDENT/PROVOST: [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED: [Date]

HEGIS TAXONOMY & COURSE NUMBER ASSIGNED: [Date]

DATE/SIGNATURE OF REGISTRAR: [Signature]

NOTIFICATION FORWARD:

- SENATE CURRICULUM COMMITTEE CHAIRPERSON
- DEPARTMENT CHAIRPERSONS
- ACADEMIC DEAN(S)
- REGISTRAR
- SPONSOR(S)
Minor Curricular Change
Dissertation Proposal
HEGIS # 0824790

1. Details
   a. Change Requested: Change credits from 1 to 3; change course description and prerequisite
   b. Sponsors: Educational Leadership Department

2. Rationale:
   a. Statement of need for change: The original design of the Doctoral Program in Educational Leadership included an internal review and potential realignment of the program prior to the admission of a second cohort of students. From the inception of the program in June 1997, we have collected evaluative data, both in written and group discussion form, from the students. Now in its fifth semester, the program has retained 17 of the original 18 students. Their development has been considerable, and the feedback that they have provided has been extremely positive. Nevertheless, our commitment has been to make modifications that we believe will strengthen the program further.

   After four semesters, the Educational Leadership Department devoted a retreat to reviewing the data we collected from students and to reexamining the curriculum. The program was designed to focus students on understanding organizations, understanding the changing context in which the organizations serve, and understanding the self as a developing leader. We sought to engage the students in all three strands during each semester. At the same time, we sought to integrate each semester’s courses in a synergistic fashion. We found that students’ energies were often pulled in too many directions at the same time and that some of our attempts at integration were more forced than we desired. We have concluded that the basic content of the program has been effective and should be retained; however, the program can be strengthened by focusing students on two strands during a given semester. Such an approach will permit the increased integration of courses such that students will engage in the preparation of a major "product" each semester that will incorporate learning from each of their courses. Each semester will retain a focus on understanding the self as a developing leader, but will center primarily on only one of the other two strands. (This change is responsive to the concerns of students that they have the opportunity to go significantly deeper into an area of research each semester.) Such a change requires re-grouping content among some courses, sequencing courses differently, changing credits associated with some courses, and providing additional emphasis on certain topics.

   b. Statement of curricular effect: As currently structured this course is a 1 credit course that prepares the student to pass the program’s second benchmark. The intensity of our experience in preparing students for the first benchmark leads us to conclude that 1 credit is not sufficient time to accomplish this goal since developing a sound
dissertation proposal is a more complex undertaking. Thus, we want to devote 3
credits of work toward this effort.

3. Results of Consultations: No consultations were sought. This change has no effect on any
other program since the Doctoral Program in Educational Leadership is a closed cohort program.
Catalogue Description

This course assists the student in preparing an acceptable dissertation proposal. Topics include defining the dissertation problem, conducting and preparing an initial review of the pertinent literature, identifying a conceptual framework, developing a methodology, and developing a work plan. The course also focuses on how to recognize and to avoid common difficulties encountered in dissertation research.

Prerequisite: Matriculation into the Doctoral Program in Educational Leadership