

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) 12/8/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0524-703

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 I**
- 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: Matriculation into the Doctoral Program
- g. Suggested time and scale of implementation: Summer 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.

All students engaged in doctoral study are required to take advanced course in research methods. This course is intended to serve as the first 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) validity and reliability in methodological inquiry with specific application in matters of design and assessment; (2) approaches in

educational evaluation research and design; (3) understanding and interpreting research and analysis; (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 understand issues of validity and reliability in methodological inquiry, with specific emphasis on circumstances and variables that serve to threaten the validity and reliability of various research operations. Using case studies drawn from the literature as well as from professional experiences, students will investigate and analyze research designs to determine the extent to which potentially intervening variables effect the validity and reliability of its findings and conclusions.

(2) Students will engage in in-depth study of various approaches to both formative and summative evaluation and assessment, including student achievement and impact of courses and programs of study.

b. Topical Outline/Content:

(1) Modes of inquiry in education

(2) Issues of validity and reliability in research

(3) Potentially intervening variables which threaten the internal and external validity and reliability in research design and educational assessment

(4) Formative and summative approaches to evaluation

(5) Issues in and approaches to assessment of student achievement

(6) Issues in and approaches to course and program assessment

(7) Understanding and interpreting research and evaluation findings and analysis

(8) Using research in educational decision-making

(9) 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 work products of the course will be critical analyses of case studies and other works selected or approved by the instructor and mini-evaluation projects.

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 two broad areas: issues of validity and reliability in methodological inquiry and approaches in educational evaluation and assessment. This course provides practical knowledge for use by educational leaders to support administrative decisions.

Prerequisite: Matriculation into the Doctoral Program