

ROWAN COLLEGE
CURRICULUM COMMITTEE



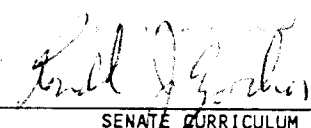
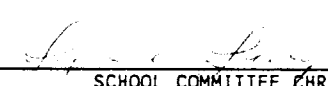
PROPOSAL TITLE: ISSUES IN SURVEY RESEARCH 0824-709

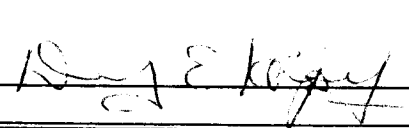
 UNDERGRADUATE GRADUATE 2 CREDIT HOURS

SPONSOR(S): Thomas C. Monahan, Richard R. Smith

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)
<input checked="" type="checkbox"/> APPROVED/DATE: <input type="checkbox"/> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR. <input type="checkbox"/> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>95-96-23</u> DATE RECEIVED:  <hr/> 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 type="checkbox"/> WITH RESERVATIONS COMMENTS:  <hr/> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) <input checked="" type="checkbox"/> RECOMMEND <input type="checkbox"/> NOT RECOMMEND <input type="checkbox"/> CONDITIONALLY RECOMMEND (SEE COMMENTS) DATE & SIGNATURE, DEAN OF SCHOOL	COMMENTS:  <u>11/21/95</u>
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STEP #5 (SENATE CURRICULUM COMMITTEE) DATE OF OPEN HEARING <u>11/21/95</u> APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) <u>11/21/95</u> <input type="checkbox"/> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: <hr/> <hr/>
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STEP #6 (SENATE) DATE PRESENTED TO SENATE <u>11/21/95</u> <input type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____ SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u>Karl J. Godwin</u> <u>11/21/95</u>

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

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0824-769

DATE/SIGNATURE OF REGISTRAR D. F. Kelly 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: **Issues in Survey Research**
- b. Sponsors: Richard Smith, Thomas C. Monahan, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Research for Educational Leadership II
- g. Suggested time and scale of implementation: Spring 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.

Much public policy information is collected and compiled as part of comprehensive survey efforts. Educational leaders need to understand important concepts in survey design in order to make informed decisions that rely on survey data. Moreover, educational leaders need to understand many of the problems associated with contemporary survey research. Finally, educational leaders need to learn how to effectively communicate survey research findings and analyses.

3. Essence of the Course:

- a. Objectives of the course in relation to student outcomes:
- (1) Students will understand the nature of sampling in survey research.
 - (2) Students will acquire a clear understanding of successful approaches to survey designs.
 - (3) Students will appreciate how the problem of non-response bias adversely influences survey research findings, as well as how to avoid such bias.
 - (4) Students will learn how to deal with some of the problems and difficulties associated with survey instrument design and implementation, and how to avoid such problems and difficulties.
 - (5) Students will design, implement, and complete a brief survey on a topic of their choice and approved by the instructor.
 - (6) Students will learn how to communicate survey findings validly and effectively.

This course will utilize a lecture/discussion approach. Drawing from their professional experiences or environments, students will work cooperatively to design and implement one or more surveys and apply the knowledge and skills learned.

- b. Topical Outline/Content:
- (1) Designing an adequate sample
 - (2) Implementing the survey design
 - (3) Survey approaches; questionnaire vs. telephone interviews
 - (4) Problems of non-response in survey research
 - (5) Handcrafting the survey questionnaire and interview schedule
 - (6) Ethical issues in survey research
 - (7) Threats to validity in survey research
 - (8) Analyzing and communicating research results

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 performance on the final examination, quality of work products, and 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.

Catalogue Description

This course teaches how to design and implement survey research, including how to choose a valid sample, how to handcraft survey instrumentation, how to avoid non-response bias and other threats to the validity of the survey, and how to analyze and communicate survey results validly and effectively.

Prerequisite: Research for Educational Leadership II