

ROWAN COLLEGE  
CURRICULUM COMMITTEE

(2)

PROPOSAL TITLE: APPLIED ANALYSIS FOR EDUCATIONAL LEADERSHIP

     UNDERGRADUATE      X GRADUATE        2   CREDIT HOURS

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

DEPARTMENT & TELEPHONE# Educational Administration Department      X-4702

Doctoral Program Development Team

CHECK ONE: X 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>95-96-11</u> DATE RECEIVED:  <u>    </u> 6 <u>    </u>  <u>    </u> <hr/> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/14/95</u> <u>  </u> RECOMMEND TO APPROVE <u>  </u> RECOMMEND NOT TO APPROVE  FORWARD FOR OPEN HEARING <u>  </u> WITHOUT RESERVATIONS <u>  </u> WITH RESERVATIONS COMMENTS:  <u>    </u> <hr/> 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) \_\_\_\_\_

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE David E. Kapel      11/21/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-1-95

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 0824-707

DATE/SIGNATURE OF REGISTRAR B. F. Kelley 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: **Applied Analysis for Educational Leadership**
- 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: Elective
- f. Prerequisites: Research for Educational Leadership II
- 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.

Given the nature of the leadership role in which some students may eventually be engaged, it is useful to have a sophisticated understanding of statistics. Further, such knowledge will permit students to engage in highly quantitative dissertation research. Building upon the knowledge and skills of their earlier introductory experiences in statistics, students will be expected to engage in in-depth study in intermediate statistical procedures, including multivariate analysis, meta analysis, discriminate analysis, and factor analysis. The skills learned in this course will also have applicability to other courses in the doctoral program.

3. Essence of the Course:

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

- (1) Students will demonstrate an understanding of statistical approaches which involve analysis of multiple variables.
- (2) Students will demonstrate an understanding of one or more computer statistical analysis programs.
- (3) Students will engage in a research effort of their choosing that will employ one or more of the analysis techniques learned.

b. Topical Outline/Content:

- (1) Choosing the correct analytical procedure
- (2) Using SPSS-PC for data analysis
- (3) Coding and data entry
- (4) Review of parametric and non-parametric tests of independent means, correlations, and repeated measures designs
- (5) Analysis of variance
- (6) Analysis of co-variance
- (7) Multiple regression analysis
- (8) Meta analysis
- (9) Factor analysis
- (10) Discriminant analysis
- (11) Understanding and interpreting statistical analysis
- (12) Using statistics in educational decision-making
- (13) Effectively communicating statistical results to interested parties

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 the course is the application of communications and instructional technology.

This course will utilize a lecture/discussion approach. Drawing from case studies in the literature, as well as 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 analyses of student performance measures and survey data.

- c. Grading and evaluation procedure of students: Students will be evaluated on the basis of performance on quizzes and a final examination, quality of work products (including analyses and reports), 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.

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

**Catalogue Description**

This is an intermediate course in quantitative (statistical) analysis focusing on three broad areas: applying correct statistical procedures for data analysis; using automated approaches to hypothetical testing and quantitative analysis, and using intermediate-level statistical procedures in educational inquiry. The course is expected to provide practical knowledge for use by educational leaders to support administrative decisions.

**Prerequisite:** Research for Educational Leadership II