

**PROCESS A** NON-GENERAL EDUCATION - CURRICULUM PROPOSAL

SCC #04-05- 314

LIBRARY RESOURCE FORM REQUIRED

Deadlines

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: BUILDING ORGANIZATIONAL CAPACITY

Sponsor(s) T. MONAHAN E-Mail: monahan@rowan Ext: 4748  
G. DOOLITTLE E-Mail: doolittle@rowan Ext: 3637

DEPARTMENT: EDUCATIONAL LEADERSHIP

COLLEGE: EDUCATION

If Liberal Arts & Sciences CHECK:  History/Humanities  Math/Sciences  Social/Behavioral Sciences  
 UNDERGRADUATE  GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Short-term non-gen-ed course
- Minor curricular changes (fewer than three) to
- Existing non-gen-ed course
- Non-gen-ed degree requirements
- Major
- Minor, specialization, concentration, track certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: Dacht Date: 10/04/04  
Department Curriculum Chair: Patricia J. S. ... Date: 12/5/04  
Academic Dean: Carol ... Date: 10/5/04

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 11/20/04 Approved:  Not Approved:

COLLEGE CURRICULUM CHAIR: Carol ...

Senate Curriculum Chair Signature: Lo ... Date: 12/20/04

Comments: \_\_\_\_\_

EXECUTIVE VICE PRESIDENT/PROVOST Signature: CK ... Date: 3/8/05

Approved  Not Approved

Date: 3/31/05 Course Description Received & Approved - Reg's Taxonomy & Course #: 0828523

Registrar Signature: [Signature]

NOTIFICATION FORWARD

- SCC Chair
- Academic Dean
- Department Chair
- Registrar
- IR
- CAP
- VP Student Affairs
- Others

7/11/05

314

## NEW COURSE PROPOSAL

### Details

**Course title:** Building Organizational Capacity

**Sponsor:** Gini Doolittle (for the Faculty of the Educational Leadership Department)

**Credit Hours:** 3 s.h.

**Level:** Graduate

**Prerequisites:** Educational Organizations and Leadership (0828.546); Instructional Leadership and Supervision (0828.522)

**Suggested Time Frame and Scale of Implementation:** This course will be offered beginning in the fall 2005 and, at a minimum, will be offered during the fall and spring semesters of each academic year.

### Curricular Effect

**Offerings:** This proposed course will replace the course *Leading the Learner Centered School* (0828.503) only in the master's programs in (a) school administration and (b) supervision and curriculum development. These two programs serve as our principal and supervisor preparation programs. Reasons supporting this change are offered and explained below in "Rationale for the Proposed New Course".

**Adequacy of Present Resources:** The Educational Leadership faculty believes that no new resources – human, material, equipment, space, or library – will be required to support this new course. Our present faculty resources provide a minimum of four individuals who could adequately teach the course. We anticipate that we will be able to meet the demand for this new requirement by offering one section of the course each fall and spring semester.

**Recommended Library Resources:** We have consulted with our department's library liaison, Dr. Greg Potter, and we have determined that we will not require any substantial influx of new materials to support this course. Further, we have determined that there is an abundance of rich and varied literature and materials that are available to students and professors via the World Wide Web.

**Short Term Evaluations:** None, does not apply.

### Rationale for the Proposed New Course

**Introduction:** *Building Organizational Capacity* is an advanced graduate level course and the final in a sequence of experiences that explore strategies for building and strengthening a school culture. Within the scope of the course, students acquire multiple strategies for leading the learning process. Professional development, building culture and trust, visioning, communications, school-community relations, and creating effective ancillary school support

services represent additional course topics. Student will complete a field-based action research project and develop an outline for their practicum experience.

The course also helps students fulfill the requirements for administrative licensure for the state of New Jersey and meet the requirements within the College of Education for graduation. Materials for this course will be incorporated into student's portfolio.

### **Essence of the Course**

#### ***Objectives:***

1. Students will extend strategies for facilitating student learning by engaging in collaborative efforts with stakeholders engaged in the school improvement process.
2. Students will examine the professional periodical literature especially as it relates to learning, professional development, communication, and school-community relations. Additionally, students will acquire working knowledge about ancillary school support services, building culture and trust, vision, and reflective practice.
3. Students will acquire the skills necessary to assess an environment for how it facilitates or impedes the learning process. As part of the learning process, they will critically analyze how the teaching and learning process can be improved for diverse learners through the core curriculum standards.
4. Students will understand the processes for engaging in reflective practice by engaging in an action research project, identifying and using appropriate data collection instruments and approaches commonly found in action research (e.g., interviews, observations, archival data, and journaling). Field-based projects are intended to extend the learning experiences offered students throughout the program and strengthen their capacity for effective leadership.
5. Students will interpret data collected in an action research project and propose improvements to existing school practices based on the results of their study.
6. As a result of their study, students will develop a proposal for their Seminar/Practicum program, incorporating at least two of the improvements cited in their study. Topical areas include, but are not limited to: leadership, management of school operations, communications, capacity-building, curriculum, instruction, and assessment.

#### ***Topical Outline:***

1. Introduction to the course, including reviewing: facilitating student learning, professional development, communication, school-community relations and their contribution to improving student learning through the core curriculum standards.
2. Students will develop an understanding of the contribution of ancillary school support services, the importance of building school culture through trust, developing and sharing the vision to the school improvement process.

3. Building on the action research process for reflective practice by emphasizing the importance of assessing the environment, readiness for change, professional development opportunities, and how the cultural context facilitates or impedes the learning process for all learners, students will extend previous course products and develop an in-depth analysis of the professional environment leading to a proposal for the Seminar/Practicum.
4. Students will review their program of study with their field mentor for meeting program criteria and their progress in demonstrating mastery of the ISLLC and state standards for school leaders.

***Evaluation of Students and Grading Procedures:*** Student performance will be evaluated on the basis of an assessment of designated course products. Grading will be on an A-F scale. Consistent with present practice and policy established by the University through the Graduate School, students whose performance is assessed to be below the grade of “C” will receive no credit for the course.

***Course Evaluation:*** The adequacy of the course will be determined using multiple measures from multiple data sources. At the conclusion of each semester, the course will be evaluated through an analysis of student-completed course evaluation forms. In addition, beginning with the year immediately following its first full year of implementation; that is, beginning in the spring of the second year, the course will be evaluated through an analysis of survey forms administered to course alumni (i.e., students who have previously completed the course). Finally, as part of its annual curriculum review, the Educational Leadership faculty will assess the adequacy of the course through syllabus review, review of pertinent student data, and anecdotal records regarding the efficacy of the course.

***Results of Consultations:*** Insofar as the approval of this proposed course does not duplicate any existing course within the College of Education, is not inter-disciplinary, and will not have any detrimental effect on any other department, program, or student, no consultations outside the department have been solicited.

***Catalog Description:***

**0827.xxx**

**Building Organizational Capacity**

**3 s.h.**

*(Prerequisites: 0828.546 and 0828.522)*

This advanced course in school leadership enables students to practice the cyclical and recursive approaches to action research. Student will engage in reflective practice and will complete an action research project in an appropriate educational setting related to the teaching and learning process. This course is offered annually and includes a field experience component.