

ROWAN UNIVERSITY CURRICULUM PROPOSAL

(C)

PROPOSAL TITLE: Higher Education Administration
 → (Minor Curriculum Change)

CHECK APPROPRIATE: UNDERGRADUATE GRADUATE SEMESTER HOURS

SPONSOR(S): Educational Leadership Department

DEPARTMENT/TELEPHONE # 4701

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) 9/26/97 <input type="checkbox"/> Not Approved (Date) <u><i>Edward W. Walsh Jr.</i></u> Dept. Curriculum Chr. <u>10/17/97</u> Reviewed (Date) <u><i>Edward W. Walsh Jr.</i></u> Dept. Chr.	SCC# <u>97-98-58</u> <u>10-17-97</u> Date Received Senate <u><i>J. Reeves</i></u> Senate Curriculum Chr.	Reviewed Date: <u>11/3/97</u> <input checked="" type="checkbox"/> Recommend to Approved <input type="checkbox"/> Recommend NOT to Approve Forward for Open Hearing: <input type="checkbox"/> WITHOUT Reservations <input type="checkbox"/> WITH Reservations: Comments: <u><i>L. Marcus</i></u> School Committee Chr.

Step #4 (Academic Dean): Recommended NOT Recommended Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date *Ray Stapp* 11/10/97

Step #5 (Senate Curriculum Committee): Open Hearing Date: 11/10/97 Approved by Curriculum Committee Date _____

Returned to Sponsor(s) for the following reason:

Step #6 (Senate) Date announced/voted on at Senate: _____ If voted on: Approved NOT Approved

Date forwarded to Executive Vice President/Provost: _____

Senate Curriculum Committee chair Signature/Date: *J. Reeves* 2/25/98

Course Proposal: Minor Curriculum Change

1. Details:

- a. Course Title: Higher Education Administration (change from existing title, Administrative Theory and Behavior, 0827.637)
- b. Sponsors: Educational Leadership Department
- c. Credit hours: 3
- d. Course level: Master's
- e. Curricular effect: Major Requirement; formerly an elective for this program. Also for use by the Student Personnel Services higher education track
- f. Prerequisite: None
- g. Suggested time & scale of implementation: Fall 1998
- h. Adequacy of present staff: The Educational Leadership Department currently offers this course.
- i. Adequacy of library resources: The library development plan for the Ed.D. in Educational Leadership will provide sufficient resources to support this course.
- j. Short term evaluation: This course has been offered most recently during the summers of 1995 and 1996 and received very strong student evaluations.

2. Rationale: The existing MA in Community College Education is being converted to an MA in Higher Education and its existing track for administration will be replaced with a track in higher education administration. This change is being made to accommodate students who currently enroll in the master's program for school (K-12) administrators or in the administration track of the Community College Education program, but whose career interests are more broadly focused on higher education. Courses in this track would also serve an emerging higher education track in the Student Personnel Services program (which, too, is currently K-12 focused, but which enrolls many students who plan careers in higher education).

3. Essence of the Course

- a. Objectives: This course will introduce students to the fundamentals of administration in the higher education setting using a case study approach.
- b. Topical Outline/Content
 - (1) The role of administration in institutions of higher education, including administrative-faculty relations and administrative-student relations
 - (2) Authority and power

- (a) Understanding the governance process in higher education
- (b) The nature of authority and the limitations of delegated authority
- (c) Understanding power and its sources
- (d) Using power appropriately
- (3) Implementation of institutional policy, including issues of ethics in situations where the administrator disagrees with the policy
- (4) Decision-making in higher education
 - (a) Decision-making and institutional politics
 - (b) Approaches to decision-making
 - (c) Using institutional research to inform decisions
- (5) Conflict resolution
- (6) Supervision, development, and evaluation of staff
- (7) Assessing program quality

c. Evaluation and grading procedure of students: Students will provide written and oral analyses of cases. Utilizing a common interview protocol, they will also interview a higher education administrator about one of the topics for the course, will prepare a written interview report, and will orally present the report to the class. The quality of the written work, oral presentations, and class participation will serve as the basis for the grade.

d. Course evaluation: Student evaluations, departmental curriculum review, program review.

4. Results of Consultations: The curriculum for the administration track in the MA in Higher Education has been reviewed by an external consultant, Dr. Jonathan D. Fife, Professor of Higher Education Administration at George Washington University and Director of the ERIC Clearinghouse on Higher Education. His written report states that the track "is a strong program as currently being recommended." He concluded that through careful assessment during the implementation process, Rowan "could easily develop one of the outstanding Master's programs in higher education in the nation." This course was added to the curriculum in response to his suggestion.

In addition, the curriculum for the administration track in the MA in Higher Education has been developed in consultation with the Student Personnel Services Program in the Special Education Department. A letter of support from the chair of that department is included, as is a letter from the dean of the Graduate School.

Catalogue Description

This course introduces students to the fundamentals of administration in the higher education setting. Topics include authority and power, implementation of institutional policy, decision-making in higher education, conflict resolution, staff supervision, and program assessment.

Prerequisite: None

Addendum: Higher Education Administration (change from existing title, Administrative Theory and Behavior, 0827.637)

Course Evaluation Summary for Administrative Theory and Behavior

<u>Question</u>	<u>Scale</u>	<u>Mean Response</u>
<u>Summer 1995</u>		
1. Are the objectives of the course clear?	1 unclear-5 clear	4.9 (5 is optimum)
2. Is the amount of work appropriate for the credit received?	1 too much-5 too little	2.9 (3 is optimum)
3. Are the evaluation procedures fair?	1 unfair-5 fair	4.8 (5 is optimum)
4. How would you rate the contribution of the textbook to the course?	1 poor-5 excellent	3.9 (5 is optimum)
5. Considering all of the above qualities, How would you rate this course?	1 poor-5 excellent	4.9 (5 is optimum)
<u>Summer 1996</u>		
1. Are the objectives of the course clear?	1 unclear-5 clear	4.6 (5 is optimum)
2. Is the amount of work appropriate for the credit received?	1 too much-5 too little	3.0 (3 is optimum)
3. Are the evaluation procedures fair?	1 unfair-5 fair	4.2 (5 is optimum)
4. How would you rate the contribution of the textbook to the course?	1 poor-5 excellent	4.2 (5 is optimum)
5. Considering all of the above qualities, How would you rate this course?	1 poor-5 excellent	4.2 (5 is optimum)