

# ROWAN UNIVERSITY CURRICULUM PROPOSAL

(K)

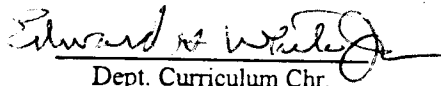
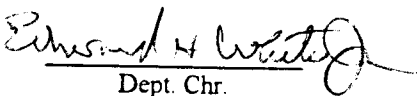


**OPOSAL TITLE:** Higher Education in America  
(Minor Curriculum Change)

**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)	SCC# <u>97-98-57</u>  <u>10-17-97</u> Date Received Senate	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:
 Dept. Curriculum Chr.  <u>10/17/97</u> Reviewed (Date)   Dept. Chr.	 Senate Curriculum Chr.	 School Committee Chr.

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

Comments:

Dean Signature/Date [Signature] 11/14/97

**Step #5 (Senate Curriculum Committee):** Open Hearing Date: 11/20/97 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: [Signature] 11/25/98

## Course Proposal: Minor Curriculum Change

### 1. Details:

- a. Course Title: Higher Education in America (change from existing title, The Junior Community College, 0806.605)
- b. Sponsors: Educational Leadership Department
- c. Credit hours: 3
- d. Course level: Master's
- e. Curricular effect: Major Requirement; also for use by the Student Personnel Services higher education track. Would not satisfy the foundations requirement for students in the school administration or other k-12 oriented administration programs.
- f. Prerequisite: None
- g. Suggested time & scale of implementation: Fall 1998
- h. Adequacy of present staff: The Educational Leadership Department currently offers this course. Foundations faculty may also be available to teach 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: N/A

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 is the introductory course in the higher education administration track. It focuses on the history and evolving role of American higher education. Intended for students pursuing administrative careers at colleges, universities, state agencies, and foundations, it will take a seminar format to examine issues and trends regarding the student body, the curriculum, faculty, student services, economic and career development functions, community service, governance and finance, and administration. Students who complete this course will understand the philosophical underpinnings of

higher educational institutions of different missions; how institutions of different mission relate with regulatory entities, as well as with one another; and the major challenges and opportunities confronting higher education. Students will understand how institutions function, will be able to analyze the relationship between colleges/universities and their surrounding area, and will be able to diagnose issues of importance to colleges/universities in order to contribute to institutional enhancement.

b. Topical Outline/Content

- (1) History, philosophy, and mission of American higher education
- (2) Who attends institutions of different missions
- (3) The curriculum and general education
- (4) Issues in remediation
- (5) Transfer issues
- (6) Student services
- (7) Serving the educationally and economically disadvantaged student
- (8) Faculty and faculty development
- (9) Issues in campus governance and administration
- (10) Regulatory issues
- (11) Serving the community
- (12) Financing higher education
- (13) The changing environment and issues for the future

c. Evaluation and grading procedure of students: Students will write two papers on topics pertinent to the course and will orally present those papers to the class. 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." Regarding this course, he wrote, "it should provide an excellent foundation" for subsequent courses.

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 that department is included, as is a letter from the Secondary Education Department and the Dean of the Graduate School.

## **Higher Education in America**

**Catalogue Description:** This course focuses on issues and trends within higher education regarding institutional mission, the student body, curriculum, faculty, student services, governance, administration, finance, and community service (including economic development). The course will examine the challenges and opportunities confronting higher education.

**Prerequisite:** None

