

ROWAN UNIVERSITY CURRICULUM PROPOSAL

OPOSAL TITLE: Planning and Resource Allocation in Higher Education

C

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)
<p><input checked="" type="checkbox"/> Approved (Date) 9/26/97 <input type="checkbox"/> Not Approved (Date)</p> <p style="text-align: center;"><u>Edward H. White Jr.</u> Dept. Curriculum Chr.</p> <p style="text-align: center;"><u>10/17/97</u> Reviewed (Date)</p> <p style="text-align: center;"><u>Edward H. White Jr.</u> Dept. Chr.</p>	<p style="text-align: center;">SCC# <u>97-98-60</u></p> <p style="text-align: center;"><u>10-17-97</u> Date Received Senate</p> <p style="text-align: center;"><u>J. Reeves</u> Senate Curriculum Chr.</p>	<p style="text-align: right;">Reviewed Date: <u>11/3/97</u></p> <p><input checked="" type="checkbox"/> Recommend to Approved <input type="checkbox"/> Recommend NOT to Approve</p> <p>Forward for Open Hearing: <input checked="" type="checkbox"/> WITHOUT Reservations <input type="checkbox"/> WITH Reservations:</p> <p>Comments:</p> <p style="text-align: center;"><u>L. Marcus</u> School Committee Chr.</p>

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

Comments:

Dean Signature/Date [Signature] 11-12-97

Step #5 (Senate Curriculum Committee): Open Hearing Date: 1-20-98 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] 2/25/98

Course Proposal

1. Details:

- a. Course Title: Planning and Resource Allocation in Higher Education
- b. Sponsors: Educational Leadership Department
- c. Credit hours: 3
- d. Course level: Master's
- e. Curricular effect: Major Requirement
- f. Prerequisite: Higher Education Administration
- g. Suggested time & scale of implementation: Spring 1999
- h. Adequacy of present staff: The staffing plan for the Educational Leadership Department permits the addition of 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: new course

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 teach students practical approaches to strategic and operational planning, as well as how to develop budgets that are driven by institutional mission and that support the institutional plan. Issues of quality and the assessment of outcomes will be stressed, and strategies to improve quality and outcomes through planning and budgeting will be considered.
- b. Topical Outline/Content
 - (1) Planning
 - (a) Environmental scanning (Determining cultural, demographic,

economic, political, technological, and social events and trends that are affecting and will continue to affect higher education.)

- (b) Mission enhancement
 - (c) Visioning
 - (d) Goal setting
 - (e) Reviewing existing programs in light of vision and goals
 - (f) Developing new programs to achieve vision and goals
 - (g) Developing a long range financial and human resource plan to support the institutional plan
 - (h) Developing an outcomes-based evaluation model
- (2) Budgeting
- (a) Using the budget as a policy tool
 - (b) Relating performance and outcomes to budgets
 - (c) Issues regarding making the transition from current expenditure patterns to new patterns that support the institutional plan
 - (d) Preparing the budget for the first year under the institutional plan

c. Evaluation and grading procedure of students: Working in teams, students will prepare a plan for a hypothetical college and will develop a budget that supports the plan. They will justify their work, orally and in a written brief, to the rest of the class which will be acting as a board of trustees. 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 warned that the planning portion often overshadows the budgeting portion. His suggestion that students be required to develop budgets and to justify them in relationship to mission and goals has been incorporated.

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.

Planning and Resource Allocation in Higher Education

Catalogue Description: This course will teach students practical approaches to strategic and operational planning in higher education, as well as how to develop budgets that are driven by institutional mission and that support the institutional plan.

Prerequisite: Higher Education Administration