

ROWAN UNIVERSITY CURRICULUM PROPOSAL

MINOR change

PROPOSAL TITLE: Research Proposal Development for the Practicum and Seminar in School Administration/Supervision I and II
(Minor Course Change)

CHECK APPROPRIATE: UNDERGRADUATE GRADUATE SEMESTER HOURS

SPONSOR(S): Drs. Ronald L. Capasso and Edward H. White, Jr.

DEPARTMENT/TELEPHONE # 256-4701

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

Step #1 (Department)	Step #2 (Receipt)	Step #3 (School)
<input type="checkbox"/> Approved (Date) <u>10/21/97</u> <input type="checkbox"/> Not Approved (Date) <u>Edward H. White Jr.</u> Dept. Curriculum Chr. <u>10/21/97</u> Reviewed (Date) <u>Edward H. White Jr.</u> Dept. Chr.	SCC# <u>97-98-76</u> <u>10-21-97</u> Date Received Senate <u>Ann Marie Reeves</u> Senate Curriculum Chr.	Reviewed Date: <u>11/24/97</u> <input checked="" type="checkbox"/> Recommend to Approved <input type="checkbox"/> Recommend NOT to Approve Forward for Open Hearing: <input checked="" type="checkbox"/> WITHOUT Reservations <input type="checkbox"/> WITH Reservations: Comments: <u>L. Marcus</u> School Committee Chr.

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

Comments:

Dean Signature/Date: [Signature] 1/9/98

Step #5 (Senate Curriculum Committee): Open Hearing Date: 2/19/98 Approved by Curriculum Committee Date: _____

Returned to Sponsor(s) for the following reason:

Step #6 (Senate) Date announced/voted on at Senate: 2/19/98 If voted on: Approved NOT Approved

Date forwarded to Executive Vice President/Provost: 2/25/98

Senate Curriculum Committee chair Signature/Date: [Signature] 2/25/98

Step #7 (Executive Vice President/Provost): Date Received ~~_____~~

Approved

NOT Approved If no, reasons are as follows:

Student Credit Hours _____

Faculty Load Hours _____

Equalized Credit Hours _____

Official Copy & Approval Sheet Filed (Date) 2/26/98

Executive Vice President/Provost Signature C. J. Moore

Registrar

Date Approved Course Description Received _____

Hegis Taxonomy and Course Number Assigned 0827-580, ~~574~~

Date/Signature of Registrar E. C. Ely 3/2/98

Notification Forward:

- Senate Curriculum Committee Chairperson
 - Department Chairpersons
 - Academic Dean(s)
 - Registrar
 - Sponsor(s)
- Transmitted*
3/5/98

COURSE PROPOSAL

COURSE TITLE: Research Proposal Development for the Practicum and Seminar in School Administration/Supervision I and II

SPONSORS: Drs. Ronald L. Capasso and Edward H. White, Jr.

CREDIT HOURS: Two (2)

COURSE LEVEL: Graduate

PREREQUISITES: For MA Candidates in School Administration and Supervision and Curriculum Development: All required course work and electives for the Masters Degree.

For MA Candidates in School Business Administration: All required course work and electives for the Masters Degree.

SUGGESTED TIME AND SCALE OF IMPLEMENTATION:

Initial offering during the summer of 1998 and each summer thereafter (Every effort will be made to accommodate the schedules of students who are eligible to participate in the Practicum/Seminar. If students are unable to participate during the first summer term either individual tutorials or if enough students are in need, an additional class will be offered during the second summer term.)

CURRICULAR EFFECT:

This course will be a prerequisite to the Practicum and Seminar in School Administration/Supervision courses. Currently, these courses are taught over two semesters for four (4) credits per semester. The two (2) credits for this course would be taken from the current Practicum and Seminar courses, thus they would become three (3) credit courses. In effect, the Practicum and Seminar in School Administration/Supervision would then become a sequence of three courses.

RESOURCES REQUIRED:

Current staff members possess the expertise to teach this course. The course would be offered annually, during the first summer term. No additional resources will be required for this course. Funding will be available from the Department's existing summer resources.

LIBRARY RESOURCES:

Current library resources are adequate to address material needs in the focus area of this course, however, additions to the collection in the area of action research design will be the focus of continuing curriculum development.

RATIONALE:

The purpose of this course is to provide school administration Masters Degree candidates with the knowledge and skills necessary to be responsible participants in an internship program that seeks to serve educational institutions, while building character to meet the challenges of the workplace. In addition, it seeks to provide these candidates with an opportunity to begin forming a learning partnership among themselves, the university faculty, and practicing administrators in both public and private school settings. This model forges the commitment to strengthen the development of learning communities within graduate programs.

The task of students taking this course will be to design and develop individual research proposals related to the five specific projects of their internships. In addition, they will also prepare to conduct a practitioner research exercise on one of their internship projects, which will culminate in the writing of a masters thesis. Currently, this work is done in an informal setting, during the summer preceding the beginning of the internship. Given the amount of work, the skill level, and the learning curve that must be mastered to be successful in this endeavor, it is most appropriate to remand this work to a regular instructional setting prior to the formal intern experience.

ESSENCE OF THE COURSE:

Objectives of the Course:

Upon completion of this course, students will be able to demonstrate an ability:

1. to design product outcome statements that reflect the specific intent of each of their internship projects.
2. to design product outcome statements that reflect the specific intent of the leadership development they will experience in each of their internship projects.
3. to design product outcome statements that reflect the specific intent of the organizational change they expect to effect as a result of implementing each of their internship projects.
4. to conduct reviews of literature that will support the focus of each of their internship projects.

5. to describe the research methodology to be used in each of their research projects for leadership development, organizational change and overall project outcomes.
6. to design and develop a modified GANTT chart for each of their internship projects illustrating the specific tasks that must be implemented to successfully complete those projects.
7. to develop a thesis design that will merge educational practice with formal research.

Topical Outline and Content:

- I. Practicum and Seminar Experience
 - A. General Requirements
 - B. Practicum Projects (by major)
 1. School Administration
 - a. Risk Management
 - b. Evaluation
 - c. Communication
 - d. Technology
 - e. Change
 - f. Diversity
 2. Curriculum and Supervision
 - a. Curriculum
 - b. Staff Development
 - c. Supervision of Instruction
 - d. Technology
 - e. Change
 - f. Diversity
 3. School Business Administration
 - a. Planning
 - b. Budget Approval Process
 - c. Evaluation
 - d. Management of Operations
 - e. School Board and Staff Communications
 - f. Diversity
 - C. Development and Use of a Reflective Journal
 - D. Design and Maintenance of Project Portfolios
 - E. Content, Format, and Style Requirements for the Masters Thesis

- II. Design and Development of the Internship Research Proposal
 - A. Project Identification
 - B. Strategies for Answering Foundation Questions Related to the Design of a Research Proposal
 - C. Design and Development of Measurable Product Outcome Statements
 - D. How to Design a Methodology Section for the Evaluation of a Research Project

Evaluation and grading procedures of students:

Students will be graded on their ability to develop a viable research proposal to implement their individual internship projects, as well as the quality of their proposal to conduct a practitioner research project.

Course Evaluation:

The course will be evaluated annually in accordance with University, College, and Department requirements. In addition, student will be afforded an opportunity to recommend course modifications, in accordance with their perceptions of how well the experience facilitated their internship activities and success.

RESULTS OF CONSULTATIONS:

Consultation was sought from three individual who possess expertise and/or responsibility for this proposed course offering:

1. Dr. Thomas Monahan, Associate Provost, Academic Administration
2. Dr. Marion Rilling, Dean, The Graduate School
3. Dr. David Kapel, Dean, College of Education

All individuals consulted supported the development and implementation of this proposed course. Their individual comments are attached to this curriculum proposal.

ADDITIONAL INFORMATION AND COMMENTS:

None at this time.



Office of the Dean, College of Education

TO: Drs. Ronald L. Capasso and Edward H. White, Jr,
Department of Educational Leadership

FROM: David E. Kapel, Dean

RE: Course Proposal

DATE: October 14, 1997

I have reviewed the course proposal titled: Research Proposal Development for the Practicum and Seminar in School Administration/Supervision I and II. Given the complexities of doing an internship as part of the program for an M.A. in School Administration and Supervision and an M.A. in School Business Administration (coupled with a thesis), I believe that the proposed course would be extremely beneficial to students and to the program. The objectives of the course are very specific; it is clear from the objectives that the Department has developed a unique course. I am particularly impressed with the fact that the students will be developing a well-rounded background in their internship and that, although they will be writing a thesis, they will have considerable experience in four other areas (as indicated under the section titled Practicum Projects). I note that there will be no additional resources necessary as there will be reallocation of resources coming from courses that are being reduced from four hours to three hours.

Again, I give my support to this proposal.

DEK:dm
PropCrse.EL



Dean of The Graduate School

October 14, 1997

To: Dr. Ronald Capasso
Dr. Edward White, Jr.

From: Marion Rilling, Dean *M.R.*
The Graduate School

Subject: Support for changes in the courses, 0827.600 and 0827.601 Practicum and Seminar in School Administration/Supervision I and II (4. s.h. each)

Thank you for giving me an opportunity to review your curriculum proposal to redistribute the eight (8) semester hours in Practicum and Seminar I and II currently in the M.A. in School Administration/Supervision program to six (6) credits (3 credits each) and initiate a prerequisite Research Proposal Development course of two (2) credits.

I wholeheartedly agree with your thinking that this proposed change is an improved approach to preparing students for the internship project required of them in the Practicum and Seminar I and II. The focused teaching of needed skills and approaches prior to the actual experience surely increases the potential for student success. In addition, I believe it will also increase student confidence and ability to plan for the new experience. I would also like to commend you for not adding course credits to the program but rather, seeking a creative redistribution approach to meeting the identified needs of your students.

When the approval process has been completed, staff in The Graduate School Office will be happy to assist in modifying program advisement sheets and other information-giving resources to communicate the approved change(s).

c: Dr. C. Matteson
Dr. D. Kapel

**ROWAN UNIVERSITY LIBRARY RESOURCES
TO SUPPORT A NEW COURSE PROPOSAL**

The purpose of this form is to provide a channel of communication between the library and faculty designing new courses. The information will be used to assess the resources available in the library and to identify resources the library should acquire to support the course. The information will also provide rationale for institutional support for library acquisitions.

The form should be completed in a coordinated effort between the course sponsor(s) and the academic department's liaison librarian. The sponsor should complete parts A-D and forward to the librarian to complete section E. If the sponsor(s) needs assistance with A-D, please notify the liaison librarian. The librarian's comments should address B,C, and especially D, and will be limited to library resources. The completed form should be included in the initial course proposal package.

A. College Education Department Educational Leadership

Proposed by Drs. R. Capasso & E. White Date October 20, 1997

Course title Research Proposal Development for the Practicum and Seminar in School Administration and Supervision I and II

Anticipated date of course offering Summer, 1998

B. Describe the resources available in Rowan University Library to support this course, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

(over)

C. List key periodicals available in the Rowan University Library to support this course.

D. List specific resources that should be acquired to support this course.

Barth, Ronald S. Improving Schools from Within. Jossey-Bass, 1990. (Soft)

Bennis, Warren. Why Leaders Can't Lead. Jossey-Bass, 1989.

Deal, T. & Bolman, L. Leading with Soul. Jossey-Bass, 1994.

Johnston, Christine A. Empowering the Organization Through Professional Talk. Second Edition, Kendal-Hunt, 1994.

Joyce, B. Changing School Culture Through Staff Development. ASCD, 1990 Yearbook.

Osterman, K. & Kottkamp, R. Reflective Practice for Educators. Corwin Press, 1993.

Saphier, Jon. How to Make Supervision and Evaluation Really Work. Research for Better Teaching, Inc., 1993.

Sergiovanni, Tom. Moral Leadership. Harcourt, Brace, Jovanovick, 1993.

Additional readings and works will be cited throughout the course. The nature and quantity of this information will be, in part, determined by the guest presenters.

E. Librarians' comments and recommendations.



Associate Provost for Academic Administration

October 20, 1997

Edward H. White, Jr.
Ronald L. Capasso
Educational Leadership Department
Rowan University
Glassboro, NJ 08028

Dear Colleagues:

I am writing in support of your curriculum proposal to establish a course entitled *Research Proposal Development for the Practicum in School Administration/Supervision I and II*. First, however, I recommend that you find a briefer title. May I suggest *Internship Proposal Development in School Administration/Supervision*.

As you know, I have taught the *Procedures and Evaluation in Research* course for a number of years. This has been the course in which students learn a comprehensive approach to research design. For years, I have required that students prepare a research proposal as the major paper of this course. However, because the *Procedures* course is often among the first or second course in which students enroll in the program, they have not begun to formulate an idea of their internship projects. As we have often discussed, students also need a time when they can concentrate on the development of their ideas as well as the format for their project. While it has worked reasonably well over the years within the context of the two semester 4-credit practica/seminars, I believe that reducing those two courses to 3 credits apiece and developing a new 2 credit course to be required in the summer preceding the *Practicum/Seminar* is a very smart idea. In this way, students can use the summer to concentrate on developing their seminar ideas and then on articulating them clearly within a research proposal. This having been accomplished during the summer, they are then able to hit the ground running in the fall. In the end, they will be better prepared and their internship experiences will be far more beneficial.

This is a really good idea, and one which I am pleased to support.

Sincerely,

Thomas C. Monahan

COURSE DESCRIPTION:

(Prerequisites: Completion of all course work for the Masters of Arts degree in School Administration, Supervision and Curriculum Development, or School Business Administration. Intent to participate in the internship during the academic year immediately following the completion of this course.)

This course focuses on the design and development of a research proposal for use in the Practicum/Seminar in Administration/Supervision I and II. Students will engage in constructing a formal research proposal for their required internship. The research proposal will include strategies for solutions to five separate field projects. Satisfactory completion of this course will require formal acceptance of the intern's research proposal by the intern's university mentor and the administration of the intern's field site.