

ROWAN UNIVERSITY CURRICULUM PROPOSAL

PROPOSAL TITLE: Student Services in Higher Education

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# 97-98- 420 59 <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 checked="" type="checkbox"/> WITHOUT Reservations <input type="checkbox"/> WITH Reservations: Comments:
<u>Edward White</u> Dept. Curriculum Chr. <u>10/17/97</u> Reviewed (Date) <u>Edward White</u> Dept. Chr.	<u>J. Reeves</u> Senate Curriculum Chr.	<u>L. Marcus</u> School Committee Chr.

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

Comments:

Dean Signature/Date [Signature] 11-15-97

Step #5 (Senate Curriculum Committee): Open Hearing Date: 11-25-97 Approved by Curriculum Committee Date _____

Returned to Sponsor(s) for the following reason:

Step #6 (Senate) Date announced/voted on at Senate 12-2-97 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

1. Details:

- a. Course Title: Student Services in Higher Education
- 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
- 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: This course was offered in Fall 1996 as a one-time course, "Selected Topics: Community College Curriculum Issues/New Directions in Student Services." It 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 surveys student services in higher education, beginning with the history of the development of student services and the theories of student development that provide their foundation. Students will become familiar with the primary student services offered at most institutions. Students will consider current and emerging cross-cut issues such as what are the intended outcomes of student services programs and how they should be assessed, whether all services should be appropriate for

all students or be designed to meet the specific needs of different student groups, whether student services and services existing in the surrounding community should be integrated.

Building from the premise in the literature that student services effort has often been inadequate, one goal of this course is to help students to gain an understanding of the barriers to effective student services, to develop a new vision of student services, and to acquire a familiarity with the strategies that are necessary to make the vision a reality.

b. Topical Outline/Content

- (1) History of student services
- (2) Theories of student development
- (3) Student services in support of the academic mission of the institution
- (4) Traditional services
 - (a) Admissions and financial aid
 - (b) Counseling services
 - (c) Academic support and learning assistance services
 - (d) Serving at-risk and "special needs" students
 - (e) Student activities and co-curricular programs
 - (f) Residence life
 - (g) Career planning and placement
- (5) Newer services
 - (a) Cultural centers
 - (b) Serving specific groups
 - (c) Building community amid diversity
- (6) Integrating services with the surrounding community
- (7) Assessing student services outcomes
- (8) Involvement of student service professionals in institutional matters beyond student services
- (9) Developing a new vision for student services

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, "since student services is the area where most Master's degree students in higher education administration get their first job, this course is an absolute necessity."

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.

Student Services in Higher Education

Catalogue Description: This course traces the historical development of student services, and examines the philosophy and rationale for current student services. Reflecting upon the demographic trends affecting higher education, students consider the extent to which the nature, scope, and delivery of services should be changed to meet emerging needs.

Prerequisite: Higher Education Administration

Addendum: Student Services in Higher Education
Course Evaluation Summary

<u>Question</u>	<u>Scale</u>	<u>Mean Response</u>
1. Are the objectives of the course clear?	1 unclear-5 clear	4.7 (5 is optimum)
2. Is the amount of work appropriate for the credit received?	1 too much-5 too little	3.3 (3 is optimum)
3. Are the evaluation procedures fair?	1 unfair-5 fair	5.0 (5 is optimum)
4. How would you rate the contribution of the textbook to the course?	1 poor-5 excellent	3.7 (5 is optimum)
5. Considering all of the above qualities, How would you rate this course?	1 poor-5 excellent	4.7 (5 is optimum)