

ROWAN COLLEGE
CURRICULUM COMMITTEE

(P)

PROPOSAL TITLE: THE CURRICULUM OF HIGHER EDUCATION 0527-742

 UNDERGRADUATE X GRADUATE 2 CREDIT HOURS

SPONSOR(S): Richard R. Smith, Laurence R. Marcus

DEPARTMENT & TELEPHONE# Educational Administration Department
Doctoral Program Development Team X-4702

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

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<u> </u> APPROVED/DATE: <u> </u> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR. <u> </u> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>95-96-15</u> DATE RECEIVED: <u>Ronald J. Gordon</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/18/95</u> <u> X </u> RECOMMEND TO APPROVE <u> </u> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <u> </u> WITHOUT RESERVATIONS <u> </u> WITH RESERVATIONS COMMENTS: <u>[Signature]</u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) COMMENTS:

 X RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND (SEE COMMENTS)
DATE & SIGNATURE, DEAN OF SCHOOL Ronald J. Gordon 11/21/95

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) 11/21/95

 RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/22/95 X APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE Ronald J. Gordon 11/22/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 12/8/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827.742

DATE/SIGNATURE OF REGISTRAR B. Z. Kelsey 10 Jan 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **The Curriculum of Higher Education**
- b. Sponsors: Richard Smith and Laurence R. Marcus, Educational Administration Department, and Doctoral Program Development Team
- c. Credit Hours: 2
- d. Course Level: Doctoral
- e. Curricular Effect: Elective
- f. Prerequisites: Forces of Change in American Society
- g. Suggested time and scale of implementation: Spring 1, Summer 2
- h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.
- i. Short-term Evaluations: N/A -- new course

2. Rationale:

This course is part of a new Doctoral Program in Educational Leadership that was prepared in keeping with both the College's Strategic Plan to continue the development of the institution's mission and our Long Range Vision and Planning Paper which projects our near term evolution to a Carnegie Classification as Doctoral University II. The Doctoral Program has been planned to meet a documented need and demand for opportunities for advanced graduate education for leaders at all levels of the educational system in this region of the State. The program has been carefully designed to provide its graduates with the knowledge and abilities required for successful educational leadership in the years ahead.

Curriculum may be defined as the body of courses and related experiences that present the knowledge principles, values and skills that are the intended consequences of the formal education offered by a college in concert with its mission. Higher education has experienced considerable change in its curricula. Variables such as the composition and prior preparation of the student body, changing social concerns, the changing labor market and the increased demand for accountability have resulted in a diverse pattern and structure of curricular offerings within the higher education community.

Higher education leaders must have a strong understanding of curriculum concepts and the process of curriculum development. They must be able to recognize, interpret and evaluate those variables of influence and effectively establish processes in support of curriculum development, change and assessment.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes:

- (1) The student will contrast the functions of the varied types of institution of higher education (i.e., the community college, liberal arts colleges and comprehensive colleges and universities).
- (2) The student will know the components of a college curriculum and explain the rationale for each.
- (3) The student will develop, describe and explain an appropriate process for curriculum development.
- (4) The student will develop a process for the assessment of an existing program of collegiate studies.

b. Topical outline/content:

- (1) Curricular trends in American history -- from liberal education for the elite to vocational/occupational/professional education in support of national development to general education for a universal population
- (2) How institutional mission affects curriculum -- institutional differences; similarities and differences in mission and role of the varied types of institution of higher education
- (3) How the curriculum is shaped by existing and emerging external and internal forces (including organizational culture)
- (4) Canonical versus pluralistic conceptions of the curriculum
- (5) Components of the college curriculum -- basic skills, general education, liberal studies, the major (or concentration), minors, and electives
- (6) The curriculum development process -- faculty initiative and campus processes and politics
- (7) Strategies for program and course assessment (with a focus on student learning)
- (8) New directions in curriculum

Among the goals of this course is the development of the student's capacity for self-reflection and reflective practice, as well as the ability to improve the effectiveness of educational settings for persons of diverse backgrounds. Integrated into the course are the development of research skills as they pertain to educational leadership and the incorporation of communications and instructional technology (as appropriate).

c. Grading and evaluation procedure of students: Each student will be required to conduct an assessment of the effectiveness and appropriateness of an existing program within their college of employment. The program selected will be identified in concert with the instructor and academic office of the student's college. Specific assessment report components will be identified and required. In addition, each student will be required to complete a comprehensive final examination which will be clearly developed with reference to course goals and objectives.

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

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course will examine the differences of mission and resulting curricular offerings between types of higher education institutions, external and internal influences that influence the curriculum, the components of curriculum, the curriculum development process, appropriate strategies for curriculum assessment, and contemporary curricular issues.

Prerequisite: Forces of Change in American Society