

(K)

FACULTY SENATE
CURRICULUM COMMITTEE
Approval Form

Department EDUCATIONAL ADMINISTRATION
Title Workshop in Community College Administration and Supervision
Sponsor(s) Dr. Richard R. Smith No. of Credits 1 9 S.H. (variable)
COURSE CONCENTRATION Junior College Teaching
Approved by the department Graduate (x)
Not recommended by the department Undergraduate ()
Information copies forwarded: Academic Dean; Chairman; Curriculum Committee
[Signature]
Signature: Department Chairman

DIVISION

Consultation on proposal has been held

Comments:

[Signature]
Signature: Academic Dean and/or Divisional Committee

CURRICULUM COMMITTEE

Proposal received 4/16/72

Open Hearing held 5/4/72

Returned to the department for the following reason(s): the report had to be made

Approved by the Curriculum Committee [Signature] 5/12/72

Presented to Executive Committee of the Faculty Senate as information 5/21/72

Notifications forwarded: Vice President for Academic Affairs

[Signature]
Signature: Chairman, Curriculum Committee

DEPARTMENT OF HIGHER EDUCATION
TRENTON, NEW JERSEY
August 25, 1969

APPLICATION FOR NEW PROGRAM* APPROVAL FOR INSTITUTIONS OF HIGHER EDUCATION

Institution _____ Date _____

Submitted by Dr. Mark Chamberlain Dr. Tevis Goldhaft
 (President) (Chairman, Board of Trustees)

Name of Program _____

Department offering the program _____

Starting Date of Program _____

In addition to any other items, the following matters should be specifically treated:

1. Objectives of the program as they relate to institutional goals.
2. Justification of the need for the programs, including evaluation of the extent to which other institutions, public and private, in the state or area are meeting the need.
3. A comparison of the proposed programs to similar programs of high quality (if they exist) offered by other institutions elsewhere in the United States.
4. A description of the curriculum and models of typical programs.
5. A description of how the program is to be monitored and evaluated.
6. A survey of special resources available or to be secured.
7. An annotated inventory of faculty to be utilized.
8. An annotated inventory of classroom, library, and other plant facilities to be utilized.
9. A breakdown of the estimated costs of the program and income sources.
10. A five year forecast summarizing all factors.

* "New programs" means any educational effort or course of study, whether or not it involves the granting of a new degree, when it involves the dedication of substantial resources and/or takes the institution into new areas. For instance, if any institution has had prior approval to award a B.S. degree in Science, and it wishes to introduce a major in chemistry leading to the B. S. degree, the institution must secure the approval of the Department and Board of Higher Education.

ACADEMIC DEAN

I have reviewed the final documents as approved and concur with same.
Budget, faculty and library resources are adequate for immediate implementation.

I have reviewed the final documents as approved and concur with same.
Budget, faculty and/or library allocations for the current academic year
are inadequate for immediate implementation or implementation in the next
fiscal year. The earliest that the proposal might be implemented would be

HEGIS Taxonomy Number: _____

Signature: Academic Dean _____

Copies forwarded: Chairman, Curriculum Committee; Department Chairman;
Provost; Registrar

REGISTRAR

Approved course description received

Signature: Registrar _____

PROVOST

Official copy and approval sheet filed

Signature: Provost (or designee) _____

- Note:
- 1) Course proposal format is attached
 - 2) A copy of this approval form should accompany each proposal
 - 3) A copy of a proposed catalogue description of the course must accompany the proposal as a separate page.

Title: Workshop in Community College Administration and Supervision

Department: Educational Administration

Sponsor: Dr. Richard R. Smith

Level: Graduate

Semester Hours Credit: 1-2 Semester Hours (variable)

Curricula Pattern: This workshop will be offered to the administrators and supervisors of the community colleges in Southern New Jersey. The workshop will be conducted on the campuses of those community colleges as an extension of the services of the existing M.A. Program in Junior College Teaching, and the Department of Educational Administration.

Implementation Schedule: To be initiated during the Fall Semester of 1976

Resources:

A. Professional

- i. The Coordinator of the M.A. Program in Junior College Teaching
- ii. The members of the faculty of the Department of Educational Administration
- iii. The members of the Teaching/Learning Task Force of the New Jersey Consortium of Community Colleges
- iv. The members of the Advisory Council of the Task Force for Community College Faculty and Staff Evaluation and Development
- v. Administrators, Supervisors and Faculty of the community colleges of Southern New Jersey
- vi. The members of the Southern New Jersey Community College Advisory Council

b. Learning Resource Centers

- i. The collection in Savitz D.R.C. relevant to Higher Education, School Administration and Supervision
- ii. The print and non-print materials located in the Professional Development Centers of the area community colleges
- iii. The collections within the Learning Resource Centers of each community college

Space Needs:

The space needs at Glassboro State College will be minimal since this workshop will be offered at participating colleges individually and collectively on their campuses as part of their increased commitment in the maintenance of their faculty and staff development programs.

Glassboro State College will be periodically requested to provide space for sessions which will involve community college participation on a regional basis.

Uniqueness:

This workshop specifically responds to the needs of administrators and supervisors as expressed by The Advisory Council of the M.A. Program in Junior College Teaching, The Advisory Council of the Task Force for Community College Faculty and Staff Evaluation and Development, The New Jersey Consortium of Community Colleges and The 1975-76 Statewide Survey of the Developmental Needs of New Jersey County Colleges.

The statewide survey of county college developmental needs required each community college to survey and prioritize those needs existing within their specific institution. The workshop will be designed to respond to the needs of each institution which differ in flexibility and variation in terms of goals, objectives, resources, scheduling and semester hour credit. One hour credit will be assigned prior to registration, each participant receiving the same number of semester credit after completion of the workshop.

Workshop Goals: (options)

A. Administrative/Management

Those goals that would be appropriate to the Workshop are:

1. To trace the history of administrative theory through its formative years to the present.

2. To analyze and compare current theories in educational administration in relation to the community college setting.
3. To identify, review and analyze current issues, trends and problems relevant to the community college.
4. To review and analyze Human Relations theory.
5. To understand the process of Decision Making and develop appropriate skills.
6. To develop skills in institutional planning and the establishment of priorities.
7. To develop those skills necessary for the effective application of a systems approach in the management of a community college.
8. To be able to retrieve and interpret the laws and policies of the State of New Jersey relevant to the community college.
9. To understand the process of collective negotiations and develop those skills necessary to maintain that process.
10. To be able to develop, analyze and interpret an educational budget.
11. To understand the scheduling process and develop those necessary skills appropriate to scheduling.

B. Supervisory

1. To be able to establish and maintain a program of faculty/staff development.
2. To be able to evaluate faculty and staff effectiveness.
3. To identify and apply valid evaluative criteria and processes.
4. To develop motivational skills and activities.
5. To upgrade observational skills.
6. To develop an evolving philosophy and supervisory style as a basis for employing supervisory strategies in the community colleges.
7. To identify and diagnose instructional deficiencies and develop a prescriptive program.

6. To be aware of alternative supervisory strategies and their appropriate application.

Topics (options)

History of Higher Education
Administrative and Management Theory
Community College Issues and Trends
Human Relations Theory
The Decision Making Process
The Process of Institutional Planning
The Application of Systems in the Community College
The Laws and Policies of Higher Education
Collective Negotiations in Higher Education
Governance in the Community College
The Role of the Division and Department Chairman
The Community College Budget: An Educational Plan
Faculty/Staff Development Program
The Process of Evaluation
The Identification of Evaluative Criteria and Procedures
Supervision Theory
Motivational Theory
Observational Skills
Self-Evaluation Techniques
The Diagnoses and Prescription of Instructional Problems

Rationale:

The primary function of the community college is to teach; teaching effectiveness is particularly critical in light of the heterogeneous nature of the county college student. The academic and professional background of the community college administrator, supervisor and instructor is also quite heterogeneous. Many administrators and supervisors have never experienced formal preparation toward the development of administrative and supervisory skills appropriate to the community college. They often come to their positions from the secondary schools, industry, or from a specific academic orientation.

Glassboro State College has demonstrated an interest in responding to the needs of the public schools, and more recently to the needs of community colleges in the support of the M.A. Program in Junior College Teaching. This workshop will extend the scope of service to our community colleges at a time when those colleges are actively seeking such assistance.

The diverse nature of the staff of the community colleges and the resulting scope of needs amplifies our responsibility to provide an educational activity which is flexible in structure and valid in content and application.

Professionals Consulted (supportive)

Dr. Wilmont Oliver, Ocean CC
Dr. Lawrence Winchell, Atlantic CC
Dr. Oliver Henderson, Atlantic CC
Mr. Michael Lindner, Gloucester CC
Dean William Mark, Salem CC
Dr. James McGinty, Ocean CC
Dr. Philip Phelon, Cumberland CC
Dr. Leonard Scofield, Burlington CC
Dean John TenBrook, Camden CC
Dr. Herb Kelk, Rutgers University
Dr. Maurice Duperre, Brookdale CC
Mr. Larry Henry, Gloucester CC

Catalogue Description

0806.600 Workshop in Community College Administration
and Supervision 1-9 S.H. (variable)

This workshop is designed to respond to existing developmental needs of community college administrators and supervisors. The content of each workshop offering will be determined after a local analysis of needs has been conducted. Semester hour credit will be assigned prior to registration.

The following is a listing of some of the topics that would be appropriate to the workshop: Administration and Management Theory, Theories of Supervision, The Application of Systems in the Community College, Collective Negotiations in Higher Education, Governance in the Community College, Faculty/Staff Developmental Programs and the Process of Evaluation.



State of New Jersey
 GLASSBORO STATE COLLEGE
 GLASSBORO, NEW JERSEY 08028

RECEIVED
 SEP 27 1977
 GLASSBORO STATE COLLEGE
 75-76-68

September 30, 1977

Dr. Lawson Brown
 Vice President for Academic Affairs
 Bole Administration Building
 Glassboro State College

Dear Dr. Brown:

Attached is the description for the course Workshop in Community College Administration and Supervision which was approved May 27, 1976. I have reviewed the most recent catalog description forwarded to your office concerning the Junior College Program. I realize that the description of the Workshop (0806.606) was not included in the proposed catalog description.

Attached is the 0806.606 description. On the fifth page the catalog description is presented. Could this new course description be presented in the Junior College program description when a new catalog is printed? I have also included a copy of the program catalog description for your reference.

Thank you.

Sincerely,

Dick

Dr. Richard R. Smith
 Coordinator, M.A. Program in
 Junior College Teaching

RRS:mrc
 Attachment

*Lawson,
 I typed in the catalog description
 of 0806-606 on the second page of the J.C.
 Program Catalog description that is attached.
 Hankyuan*

JUNIOR COLLEGE TEACHING

Richard Smith, Program Advisor

This program is intended to prepare professional personnel for junior colleges and is broadly constructed.

In providing the types of people needed, the program is flexible enough to build upon the previous experience and training which the graduate student brings to his work. Students come into this program from diverse backgrounds, some from teaching at elementary or secondary levels, others fresh from liberal arts institutions, some from professions other than teaching and some from business and industry. Obviously, their needs will differ, and these needs are to be considered in the sequences followed by students in this program.

The program is designed to prepare individuals to teach within one of eight Academic Teaching Specialties. Those teaching specialties which are currently offered through the cooperation of various departments are: Art, English, Life Sciences, Mathematics, Music, Physical Sciences, Psychology, and Social Sciences. Professors from each of the cooperating departments have been appointed as co-advisors and are available to each candidate for assistance in the selection of courses within the appropriate teaching specialization.

The minimum number of required semester hours for the English and Mathematics specializations is 39 semester hours, with the remaining teaching specializations requiring a minimum of 33 semester hours.

ADMISSION TO THE PROGRAM

1. An undergraduate grade-point average of "B" in courses in the major field and a Graduate Record Examination score of at least 520 (50th percentile) on the verbal ability section. Graduate students specializing in mathematics or the sciences also should have at least 520 (50th percentile) on the quantitative ability section.
2. A letter of recommendation from the candidate's professional or industrial supervisor. Applicants continuing immediately from undergraduate school should submit letters from two faculty members.
3. A positive recommendation of the program advisor after a personal interview.

COURSE REQUIREMENTS

	S.H.
Basic Professional Area	6
(See page 29)	
Academic Specialization	18-24
Depth in an academic field to the extent commonly found in a person who has at least 50 s.h. of undergraduate and graduate study in the academic area of specialization. Academic courses are selected after an assessment of each student's background.	
Professional Specialization	9
0806.603 Internship in Junior College Teaching	
0806.604 Internship in Junior College Teaching	
0806.605 The Junior Community College	
Seminar and Research	4-6
All candidates must complete those comprehensive and research requirements which are mandatory for those students receiving their MA degree within each graduate teaching specialization program.	
TOTAL	33-39

0806 Junior and Community College Education

0806.603 and 0806.604

6 S.H.

Internship in Junior College Teaching

The internship involves students in observation, demonstration and participation in college teaching at the lower division level. Stress is upon developing competence in teaching-learning activities. Background is provided in: nature of students, learning theory, classroom procedures, evaluation, philosophy, purposes, trends and issues. Enrollment is limited. A sixty dollar student teaching fee must be paid when registering for spring semester internship. (.604)

0806.605*

3 S.H.

The Junior-Community College

A survey of the trends related to the organization and program of the two-year college. Topics developed are origin, history and purposes of the junior-community college; the structure of the two-year college curriculum and its relationship to other forms of higher education; the many aspects of the two-year college student and the administrative theory and organization of the junior-community college.

0806.606

Workshop in Community College Administration and Supervision

1-9 S.H. (variable)

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Sponsor: Dr. Richard R. Smith

Level: Graduate

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