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PROCESS A NON-GENERAL EDUCATION CURRICULUM PROPOSAL
RESOURCE FORM REQUIRED

SCC #04-05

Deadlines

October 8, 2004 to be implemented Fall 2005 - February 11, 2005 to be implemented Spring 2005

PROPOSAL TITLE: EDUCATIONAL ORGANIZATIONS AND LEADERSHIP

Sponsor(s): T. MQUAHAN; G. DOOLITTLE; D. HESPE E-Mail: @rowan.edu Ext: 4748, 3637, 4702

DEPARTMENT: EDUCATIONAL LEADERSHIP

COLLEGE: EDUCATION

If Liberal Arts & Sciences CHECK: History/Humanities Math/Sciences Social/Behavioral Sciences
 UNDERGRADUATE GRADUATE

THE ATTACHED NON-GEN-ED PROPOSAL IS BEST DESCRIBED BY THE ITEM(S) CHECKED

- New non-gen-ed course
- Minor curricular changes (fewer than three) to
- Short-term non-gen-ed course
- Existing non-gen-ed course
- Non-gen-ed degree requirements
- Major
- Minor, specialization, concentration, track, certificate program

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: Dacht Date: 2/8/05
 Department Curriculum Chair: Matthew P. Sienicki Date: Feb 2, 2005
 Academic Dean: Carol Shroy Date: 2-9-05

COLLEGE CURRICULUM COMMITTEE

OPEN HEARING Date: 4/23/05 Approved Not Approved

COLLEGE CURRICULUM CHAIR: Carol Shroy

Senate Curriculum Chair Signature: [Signature] Date: Senate Announcement: 5/10/05

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: [Signature] Date: 6/9/05

Approved Not Approved Fall 05

REGISTRAR

Date: 6/28/05 Course Description Received & Approved - Reg's Taxonomy & Course # _____

Registrar Signature: [Signature]

NOTIFICATION FORWARD

SCC Chair Academic Dean Department Chair Registrar IR CAP
 VP Student Affairs Others

hans 2-25-05

PROPOSAL
for a
Minor Curriculum Change to an Existing (Non-General Education) Course

Details

Course title: Educational Organizations and Leadership (0828.546)

Sponsors: Profs. Doolittle, Hespe, and Monahan (for the Faculty of the Educational Leadership Department)

Rationale for the Minor Curriculum Change

Need: We intend for this course to be the last in a series of scaffolded learning experiences in Phase I (first 5 courses) of our newly re-structured program in school administration.

Accordingly, we want to ensure that students have successfully completed the four courses preceding this one. We believe that, by structuring Phase I so that this is the final course in the sequence, we can provide a richer educational experience that builds on prior knowledge.

Further, we have determined that the present course description does not adequately reflect the critical alignment and articulation of both leadership and supervision in a P-12 environment.

Curricular Effect: We propose two changes to this course: (a) a revision to its catalog description, and (b) the addition of four course prerequisites. We do not anticipate that the catalog description will have any substantial effect on the course, the students who enroll in the course, or the programs in which the course is included. However, we do anticipate that, by purposely scaffolding student learning so that this course is the last in a sequence of courses in the first phase of our program, we are enriching the learning experience for our students.

Changes: We propose two changes: (a) in the course description, and (b) in the course prerequisites, as follows:

FROM: “Students understand and demonstrate the ability to exert effective leadership behavior such as school-based management, articulate a school vision, manage change, support staff development, and use effective supervisory skills. Other topics include organizational theory, historical and conceptual development of supervision, effective schools, effective teaching, and the future of school supervision.”

TO: “In this course, students will demonstrate an understanding of organizational theory that underlies effective leadership and supervisory behaviors in P-12 environments. Students will further demonstrate that they can analyze and supervise school and programmatic activities, nurture and supervise a vision for improvement in teaching and learning, lead and supervise change, support staff development, and use effective supervisory skills. Other topics include the history and philosophy of school leadership and supervision, effective schools, effective teaching, and the future of school leadership and supervision.

FROM: Prerequisites: None

TO: Prerequisites: Foundations of Educational Policy (0821.502), Fundamentals of Curriculum Development (0829.580), Action Research in Education (0827.xxx), Technology for Educational Leadership (0827.632)

Results of Consultations

Insofar as the approval of this proposed course does not duplicate any existing course within the College of Education, is not inter-disciplinary, and will not have any detrimental effect on any other department, program, or student, no consultations outside the department have been solicited.

Special Request

We request that this minor curriculum change be approved effective September 1, 2005. We make this request because (a) the programs in which this course is included will become effective in September, 2005, and (b) we would like to ensure that the information that is provided to students in the 2005-2006 Graduate Catalog will be the most current available.

Rowan University
**CURRICULUM PROPOSAL
 LIBRARY RESOURCE FORM**

The purpose of this form is to provide a channel of communication between the library and faculty changing and designing new courses/programs. 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/program. The information will also provide rationale for institutional support for library acquisitions.

This form should be completed in a coordinated effort between the course sponsor(s) and the academic department liaison librarian. **THIS FORM MUST BE COMPLETED FOR ALL CURRICULUM PROPOSALS.**

- The sponsor(s) complete parts A & B
 if assistance is required to complete parts A & B, please notify the liaison librarian.
- Forward this form to the librarian who will complete parts C, D & E

This form must be completed and attached to the original curriculum proposal before being approved by the Senate Curriculum Committee

A. College EDUCATION Department EDUCATIONAL LEADERSHIP
 Processed by T. MONAHAN, G. DOOLITTLE;
 D. HESPE Date 2/6/05
 Course Title ASSORTED COURSES IN ED. LEADERSHIP
 Anticipated Date for Course/Program Offering: FALL 2005

B. List specific resources that should be acquired to support this course.
THE EDUCATIONAL LEADERSHIP DEPARTMENT BELIEVES THAT NO NEW,
 EXTRAORDINARY LIBRARY RESOURCES WILL BE NECESSARY TO
 SUPPORT THIS CURRICULUM PROPOSAL

C. Describe the resources available in the library to support this course/program, including reference, monographic, electronic databases, audio-visual materials, etc. A summary statement is sufficient.

SEE ATTACHED

D. List key periodicals available in the library to support this course/program.

SEE ATTACHED

E. Librarian comments and recommendations

SEE ATTACHED

Name: LIBRARIAN LIAISON _____ Librarian Signature: _____

Rowan University
Campbell Library

Library Resources Form

Department/School: College of Education/ Educational Leadership

Proposed by: Drs. Monahan, Doolittle, and Hespe

Program Title: Educational Organizations and Leadership (Minor Change);
Instructional Leadership and Supervision (Minor Change);
Ethics and Law for School Leadership (Minor Change)

Anticipated Date for Course/Program Offering: Fall 2005

Part B: Resources that should be acquired

No extraordinary additional resources are needed at this time.

Part C: Resources available in Campbell Library

The library has significant, up-to-date book and multimedia titles within the following education-related Library of Congress subject headings: High Schools-Administration, Elementary School Administration, Middle School Education Training of School Administrators, School Supervision, School Organization, School Operation Policies, School Personnel Management, and School Plant Management. In addition to these L.C. headings, the library also has significant holdings within the broad category of management, including: Delegation, Conflict Management, Executives, Crisis Management, Organizational Change, Organizational Behavior, Office Management, Personnel Management, Planning, Resource Allocation, Time Management, Work Management, and Total Quality Management.

With vendor approval plans in place for both education publishers and university presses, the library captures new imprints across all areas of school administration, business administration, personnel administration, and general management.

Part D: List key periodical resources

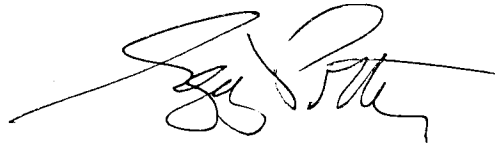
Campbell Library is fortunate to have access to online journal databases in a large number of academic subjects, including the arts, humanities, literature, education, mathematics, philosophy, psychology, the physical and natural sciences, and the social sciences. Access to worldwide, regional, and local newspapers is also provided, including alternative press publications.

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Of particular significance are the key education databases, Education Full-Text and ERIC. These provide access to over 2,000 major journals, many of which are full-text, in school management and related areas. The library also subscribes to PsycINFO and Sociological Abstracts, key journal databases in psychology and the social sciences, respectively. In addition, Academic Search Premier, a large general academic database, and ABI-Inform, a large database in business and related fields, provide access to over 4,500 journals, including those covering school administration, personnel administration, and management.

Part E: Librarian remarks

Given the library's current book holdings and online journal access, this program can be supported. Funds are available for enhancement of book, multimedia, and periodical resources, as needed.



Gregory C. Potter
Liaison

Feb. 9, 2005