

# ROWAN UNIVERSITY CURRICULUM PROPOSAL

0827-427

**PROPOSAL TITLE:** Higher Education Administration Capstone Seminar

**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)**

Approved (Date) 9/26/97

Not Approved (Date)

Edward H. White Jr.  
Dept. Curriculum Chr.

10/17/97  
Reviewed (Date)

Edward H. White Jr.  
Dept. Chr.

**Step #2 (Receipt)**

SCC# 97-98-65

10-17-97  
Date Received Senate

A. Reeves  
Senate Curriculum Chr.

**Step #3 (School)**

Reviewed Date: 11/3/97

Recommend to Approved

Recommend NOT to Approve

Forward for Open Hearing:

WITHOUT Reservations

WITH Reservations:  
Comments:

L. Marcus  
School Committee Chr.

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

Comments:

Dean Signature/Date [Signature] 11-12-97

**Step #5 (Senate Curriculum Committee):** Open Hearing Date: 1-20-98 Approved by Curriculum Committee Date \_\_\_\_\_

Returned to Sponsor(s) for the following reason:

**Step #6 (Senate)** Date announced/voted on at Senate 2/25/98 If voted on:  Approved  NOT Approved

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

Senate Curriculum Committee chair Signature/Date: A. Reeves 2/25/98

## Course Proposal

### 1. Details:

- a. Course Title: Higher Education Administration Capstone Seminar
- b. Sponsors: Educational Leadership Department
- c. Credit hours: 3
- d. Course level: Master's
- e. Curricular effect: Major Requirement
- f. Prerequisite: Change in Higher Education
- g. Suggested time & scale of implementation: Spring 2000
- 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: N/A: new course

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: The seminar will provide the opportunity for integration, synthesis, and reflection. In the first half of the course, students will complete the necessary revisions to the thesis (in order to meet the deadline for spring graduation). Each student will also prepare an educational leadership platform that discusses the values and synthesizes the literature upon which their professional practice is based; the platform will also include a discussion of the area(s) that the student believes need further development and the strategy for achieving the desired level of knowledge/competence.
- b. Topical Outline/Content

- (1) Completion of the thesis (Must be done by mid-semester)
- (2) Theoretical perspectives on reflective practice
  - (a) Management of self (Bennis)
  - (b) Personal mastery (Senge)
  - (c) Reflective practice for educators (Osterman and Kottkamp)
- (3) Reflecting on issues of personal and professional growth
  - (a) Preparing a life history focusing on significant events
  - (b) Preparing a professional history focusing on significant events
  - (c) Identification and analysis of commonalities, trends, cycles, and discontinuities
- (4) Educational leadership platforms as a means of reflective practice
  - (a) What do I stand for as an educational leader and why?
  - (b) What literature and significant figures have influenced me and why?
  - (c) To what extent do I behave in accordance with what I stand for?
  - (d) What is within my control that I can change in order to act more in accordance with what I stand for?
  - (e) How does the organization need to change so that I act more in accordance with what I stand for?
  - (f) What do I still need to learn in order to be a more effective educational leader?
- (5) Preparing an educational leadership platform

c. Evaluation and grading procedure of students: Students will complete their master's thesis and will prepare an educational leadership platform. They will also make presentations to the class during the semester. 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, "the use of a Capstone Seminar ... is strongly supported and applauded."

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.

## **Higher Education Administration Capstone Seminar**

**Catalogue Description:** The seminar will provide the opportunity for integration, synthesis, and reflection. Students will complete the master's thesis and will prepare an educational leadership platform.

**Prerequisite:** Change in Higher Education