

PROCESS C

CURRICULUM PROPOSAL SCC #04-05-

NEW Programs - MAJOR Program Revisions - PROGRAM Name Changes

LIBRARY RESOURCE FORM REQUIRED

Deadlines: October 8, 2004 to be implemented Fall 2005 ~ February 11, 2005 to be implemented Spring 2006

PROPOSAL TITLE: M.A. SCHOOL ADMINISTRATION

Sponsor(s): GINI OCCITILE E-Mail: occi.g@vccu.edu Ext: 3637
TOM MURPHY E-Mail: murphy.t@vccu.edu Ext: 4742
DAVE HESPE E-Mail: hespe.d@vccu.edu Ext: 4702

DEPARTMENT: EDUCATIONAL LEADERSHIP

COLLEGE: EDUCATION

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

THE ATTACHED NEW PROGRAM - MAJOR PROGRAM REVISION - PROGRAM NAME CHANGE IS BEST DESCRIBED BY THE ITEM(S) CHECKED.

- New degree program
- Major changes-degree requirements/major/minor or certificate program
- New Major
- Changes to College name, School, Department or Degree
- New Minor
- Quasi curricular change
- New concentration, specialization, or track
- New Certificate of Graduate Study Program (COGS & COGA)

THE FOLLOWING SIGNATURES REPRESENT APPROVAL

Department Chair: David Date: 10/04/04

Department Curriculum Chair: Gathlyn J. Linnick Date: 10/5/04

Academic Dean: Carol Date: 10/5/04

COLLEGE CURRICULUM COMMITTEE

CLOSED HEARING Date: 11/20/04 Approved Not Approved

COLLEGE CURRICULUM CHAIR: Christine

UNIVERSITY CURRICULUM COMMITTEE

OPEN HEARING Date: 1/31/05 Approved Not Approved

Senate Curriculum Chair Signature: L. M. C. Date: Senate Announcement/Vote 2/28/05

Comments: _____

EXECUTIVE VICE PRESIDENT/PROVOST Signature: C. K. Jones Date: 3/7/05

Approved Not Approved

REGISTRAR

Date: 3/31/05 Official Copy & Approval Sheet Filed

Date: _____ Course Description Received & Approved ~ Hegis Taxonomy & Course # _____

Course Description Received & Approved ~ Hegis Taxonomy & Course # _____

Registrar Signature: [Signature]

NOTIFICATION FORWARD

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

10/15/04

**MAJOR CURRICULUM REVISION PROPOSAL
MAJOR REVISIONS TO EXISTING PROGRAM**

MASTER OF ARTS IN SCHOOL ADMINISTRATION

Track 1 – Principal Preparation Program

Track 2 – School Business Administration Program

Abstract

Sponsored by Gini Doolittle, Thomas Monahan, and David Hespe on behalf of the faculty of the Educational Leadership Department, this proposal introduces the following changes in two tracks within the existing program in school administration. These include Track 1: Principal Preparation Program and Track 2: School Business Administration Program. Both tracks ultimately lead to the award of the Master of Arts degree in School Administration.

Regarding Track 1 - Principal Preparation Program: we clearly see the need to update our program, realign it with “best practices” in the field, eliminate unnecessary redundancies, and respond to emerging needs in the field. In addition, recent changes in the requirements of our Specialized Professional Association (SPA)¹ as well as recent changes adopted by the New Jersey Board of Education and embodied in the New Jersey Administrative Code (N.J.A.C.) have helped to prompt these changes. In order to comply with the new state requirements as well as meet the expectations for continued accreditation, we propose to (a) remove and replace four courses, (b) add three new courses, (c) make minor curriculum changes to five additional courses, including one which represents a restructuring of two existing courses, (d) restructure the practicum/seminar experience, (e) refocus the thrust of the program to a more learner outcomes orientation. While this program will continue to be operationally supervised by the faculty of the Educational Leadership Department, it will also continue to include courses provided by the Secondary Education/Foundations of Education Department.

Regarding Track 2 - School Business Administration Program: our regional accrediting agency does not review programs that prepare school business administrators and no new changes have been introduced by the New Jersey Board of Education into the Administrative Code. Nevertheless, once again, we clearly see the need to update our program, realign it with “best practices” in the field, eliminate unnecessary redundancies, and respond to emerging needs in the field. In offering this proposal, we propose to (a) remove and replace two courses with one new course and one revised existing course, (b) revise six existing courses, (c) restructure the practicum/seminar experience, and (e) refocus the thrust of the program to a more learner outcomes orientation.

In both tracks, the changes that are proposed will also streamline the existing program by reducing the total number of credits required to graduate from 38 s.h. to 33 s.h., thus making the program more appealing to prospective students in what has become an increasingly competitive marketplace without sacrificing any of its quality or integrity. We propose that these changes become effective in the fall, 2005.

¹ Our SPA is the Educational Leadership Constituent Council (ELCC)

These proposed changes will not require any new human, equipment, or material resources. However, it will be necessary to fill the two vacant positions in the department that currently exist. The replacement of these two faculty lines is critical to the continuing success of all of the department's programs.

Major Curriculum Proposal Details

TRACK 1 – PRINCIPAL PREPARATION PROGRAM

(a) Program Title: Master of Arts in School Administration Program, Track 1 – Principal Preparation Program

(b) Sponsors: Thomas C. Monahan, Gini Doolittle, and David Hespe (for the Faculty of the Educational Leadership Department)

(c) Scope and Size of Program: This proposal seeks to restructure the existing program to focus it on the requirements of the appropriate accreditation and licensure bodies, to better respond to the needs of the field and current “best practices” in educational leadership, and to eliminate unnecessary redundancies in the existing program. This will effectively reduce the total number of credits necessary for graduation and the Certificate of Eligibility for the N.J. School Administrator license. In the presently existing program, there are 30 s.h. of course work followed by an 8 s.h. practicum/seminar experience for a total of 38 s.h. In the revised program, we propose 30 s.h. of course work followed by a 3 s.h. practicum/seminar experience for a total of 33 s.h. These proposed revisions align with the mission and strategic objectives of Rowan University, the conceptual framework of the College of Education, and the mission and goals of the Educational Leadership Department. Moreover, these proposed revisions comply with all expectations and requirements of our regional accrediting body (i.e., Middle States), our Specialized Professional Association (i.e., ELCC), the state of New Jersey, and they will make our program more appealing to students in an increasingly competitive marketplace without sacrificing any of its quality or integrity.

(d) Need for the Program: Essentially, four needs drive this proposal for a major curriculum revision. First and foremost, there have been several shifts in the philosophy of educational leadership since 1988, when our program last went through a serious and substantive revision. Our faculty is cognizant of these shifts, and we clearly see the need to update the program, ground it in the current “best practices” of educational leadership, and respond to the current needs for the preparation of district and school leaders. Second, the continuing development of a standards-based approach to the preparation of school leaders, driven in large part by ISLLC² and ELCC, require that our program focus on empirical evidence of student learner outcomes. In the past, in order to receive national accreditation, we were required to demonstrate clearly that sufficient learning experiences were included with our program that would enable a candidate to successfully show mastery of the prescribed accreditation standards. As such, it was effectively an input model. More recently, however, accreditation requirements require us to demonstrate that we not only provide sufficient learning experiences for students, but also that students can

² Interstate School Leaders Licensure Consortium (ISLLC)

empirically demonstrate that they have, in fact, achieved the standards. Third, in January 2004, the New Jersey Board of Education adopted a new set of Professional Standards for the Preparation of School Leaders. Closely aligned with the ISLLC/ELCC standards, these new requirements must be met by all candidates prior to the award of the Certificate of Eligibility for the N.J. School Administrator license. In addressing these new requirements, we have determined that our existing program, which last went through a major restructuring in 1988, presently needs strengthening and re-focusing to meet the future demands for the preparation of school leaders. Finally, in the last few years, we have begun to experience enrollment declines as other institutions, including those that offer complete programs on-line, have established themselves in this regional market. To make our program more competitive, without sacrificing any programmatic quality or integrity, we have proposed revisions that will make our program more effective, appealing, and competitive while, at the same time, complying with all of the requirements of the state of New Jersey and our regional accrediting body.

(e) Requirements for Admission and Graduation: We do not propose any substantive changes in either the admission or the graduation requirements for the proposed program. Applicants will continue to be required to (a) demonstrate adequate preparation for graduate study (e.g., standardized admission tests, undergraduate performance), (b) prepare a coherent and compelling statement of purpose and professional development objectives, (c) provide professional references attesting to their readiness for rigorous graduate study, (d) submit, as necessary, to a personal interview with the department faculty, and (e) complete a personal pre-program self-assessment as a condition for admission to the program. In addition, students will continue to be required to maintain acceptable academic progress, as measured by the GPA, toward the attainment of the degree and must meet the rigorous requirements for graduation set by the department, College of Education, and the University Senate.

A new feature of the program will be the establishment of a series of benchmarks that provide for the periodic evaluation of all candidates as a condition of their continuing candidacy. In compliance with the ELCC requirements, these benchmarks have been established at the following points³: (1) program admission; (2) mid-way through the course work (also known as completion of Phase I, the first bank of five courses); (3) after completion of all coursework (also known as completion of Phase II, the second bank of five courses)⁴; (4) after completion of the practicum/seminar experience and prior to graduation (also known as the completion of Phase III)⁵; (5) one year after graduation to ascertain full licensure; and finally (6) 3-5 years after graduation to determine professional success as a school leader. The major thrust of these benchmarks will be the focus on student learning outcomes; students will be required to submit their own work that clearly demonstrates that they have achieved the prescribed state and regional standards.

³ For further information and clarification of these benchmarks, see the *Assessment Model* that is attached as Appendix A.

⁴ This benchmark also requires a preliminary analysis of a student-generated portfolio of student work and a passing score on the School Leader Licensure Assessment (a national examination) as a prerequisite for admission into Phase III, the formal practicum/internship sequence.

⁵ This benchmark requires a formal presentation by the candidate of a portfolio of student-generated work. Further, it requires a major scholarly paper which summarizes and synthesizes the student's learning experiences. These products must be presented in an oral defense by the student that offers compelling evidence of his/her achievement of the state and accrediting body's standards.

(f) Suggested Time and Scale: The newly restructured program is expected to become effective in the fall 2005, in anticipation of our next regularly scheduled accreditation review in fall 2006. If approved, as anticipated, in the fall 2004, we will begin to advertise the new program and admit new students for program commencement in fall 2005.

(g) Resource Requirements: We do not anticipate the need for any extraordinary computing or other equipment, space, or materials for this program. Certainly, with our new facility, Education Hall, coming on line in the fall 2005, our access to badly needed space, technology, and materials will be greatly facilitated. The new facility will also offer a greatly improved environment for teaching and learning.

(h) Library Requirements: We do not anticipate the need for any extraordinary library resources for this program. See *Results of Consultations* in Appendix B for a statement regarding library needs.

(i) Staffing: As indicated above, while we will need to fill the faculty vacancies that presently exist in the Educational Leadership Department, we do not anticipate the need for any new, additional faculty resources to make this program effective and successful. However, we will continue to rely on the faculty of the Secondary Education/Foundations of Education Department to continue to offer two courses: *Foundations of Educational Policy* and *Fundamentals of Curriculum Development* that have historically been included within our programs. In selected content areas (e.g., school finance), we will continue to rely on adjunct faculty.

Rationale

This proposed program aligns with the mission and strategic objectives of Rowan University, the conceptual framework of the College of Education, and the mission and goals of the Educational Leadership Department. Moreover, these proposed revisions comply with all expectations and requirements of our accreditation and licensure bodies, responds to the needs of the field and current “best practices” in educational leadership, and eliminates unnecessary redundancies in the existing program.

Essence of the Program

(a) Major Goals of the Program: The goals of our program remain essentially unchanged. They are as follows:

The M.A. in School Administration Program in the Educational Leadership Department, in accord with Rowan University and the College of Education aspires:

1. to prepare district and school leaders who will guide culturally and programmatically diverse educational institutions in the 21st Century;
2. to create and nurture a learning community that fosters leadership excellence through personal and professional growth and enrichment within a context of mutual support and intellectual stimulation; and

3. to provide an environment for teaching and learning that focuses on a vision for excellence, a positive culture for teaching and learning, effective instructional practices, the facilitation of learning communities, managerial efficiency and effectiveness, advocacy for children and families, dynamic interaction with community, fairness and ethical behavior, and reflective practice and the development of scholarly practitioners.

(b) Specific Objectives of the Program: The specific objectives of our program also remain unchanged. They are as follows:

1. To prepare school administrators to be educational leaders who promote the success of all students by facilitating the development, articulation, implementation and stewardship of a vision of learning that is shared and supported by the school community.
2. To prepare educational leaders who promote the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.
3. To prepare educational leaders who promote the success of all students by ensuring management of the organization, operations and resources for a safe, efficient and effective learning environment.
4. To prepare educational leaders who promote the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.
5. To prepare educational leaders who promote the success of all students by acting with integrity, fairness and in an ethical manner.
6. To prepare educational leaders who promote the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context

(c) Structure of the Program: This proposal provides for a 33 s.h. program distributed across three phases as follows:

- Ten 3-credit courses in the essentials of educational leadership. These courses are distributed in two distinct phases. Phase I includes five introductory courses, and Phase II includes five more specialized courses. During Phase II, students will begin work with field mentors under the supervision of a faculty supervisor. Each of the five courses within Phase II will have a field experience component.
- Phase III of the program will include a full semester, stand-alone 3-credit practicum/seminar course. This course will be field based and will include practical application of knowledge, skills, and dispositions acquired during coursework. Candidates will work with field mentors and university clinical supervisors.

(d)&(e) Identification and Sequence of Courses: In this section, we first provide a comparison of the existing program and the program with the changes that are being proposed. Following, we examine the sequence of the revised program.

Table 1 – Comparison of Existing and Revised Program

Existing Program		Program with Revisions
Foundations of Educational Policy		Foundations of Educational Policy
Fundamentals of Curriculum Development		Fundamentals of Curriculum Development
Procedures and Evaluation in Research		Action Research in Education *
Educational Organizations and Leadership		Educational Organizations and Leadership
Leading the Learner-Centered School #		Building Organizational Capacity *
School Law for Administration and Supervision		Law and Ethics in School Leadership +
School Finance and Records		School Finance and Records +
Computer Technology for Educational Administration		Technology for Educational Leadership +
Free Elective #		Instructional Leadership and Supervision +
		Change for School Improvement *
The Principalship #		
Proposal Development – Practicum/Seminar #		
Practicum/Seminar I in Administration and Supervision		Practicum/Seminar I in Administration and Supervision
Practicum/Seminar II in Administration and Supervision #		
Total = 38 s.h.		Total = 33 s.h.

Deleted from program

* New course

+ Revised course

In summary, we propose the following:

- the courses *Foundations of Educational Policy*, *Fundamentals of Curriculum Development*, and *Educational Organizations and Leadership* will be unchanged in the revised program
- replace *Procedures and Evaluation in Research* with a new course entitled *Action Research in Education*
- replace *Leading the Learner-Centered School* and include the content of this course in a new course entitled *Building Organizational Capacity*
- delete the free elective and replace it with a required revised existing course entitled *Instructional Leadership and Supervision*
- add a new course entitled *Change for School Leadership*
- replace *The Principalship* with a revised *Practicum/Seminar in Educational Leadership and Administration*
- reduce the 8 s.h. sequence that represents the existing internship with a 3 s.h. *Practicum/Seminar I in Administration and Supervision* (in addition to the field experiences embedded within Phase II courses)
- revise, in addition to those courses identified above, other existing courses, including *School Finance and Records*, *Law and Ethics for School Leadership*, and *Technology for Educational Leadership* to reflect minor changes in the course titles or the content to include field experience components.

The courses that constitute the revised program are as follows. Those that are new are marked with an asterisk (*). Those that currently existing, but revised (see attached *Minor Curriculum Revision* proposals) are marked with the “pound sign” (#). Prerequisites and credits are also shown. These courses are offered with the context of the three phases described above.

Phase I (15 s.h.)

- 0821.501 Foundations of Educational Policy⁶ (3 s.h.) – no prerequisites
 0829.580 Fundamentals of Curriculum Development⁷ (3 s.h.) – prerequisite 0821.501
 0828.546 Educational Organizations and Leadership⁸ (3 s.h.) – prerequisite 0821.501
 0824.xxx* Action Research in Education⁹ (3 s.h.) – prerequisite 0821.501
 0828.632# Technology for School Leadership¹⁰ (3 s.h.) – prerequisite 0821.546

Candidates will be required to take *Foundations of Educational Policy* as the first course and then will be strongly encouraged to enroll in the remaining courses in the sequence in which they are presented above. After completing all of these courses, candidates will submit to Benchmark #2 (see Appendix A).

Phase II (15 s.h.)

- 0827.535 School Finance and Records¹¹ (3 s.h.) – prerequisite 0828.546
 0827.559# Law and Ethics in School Leadership¹² (3 s.h.) – prerequisite 0828.546
 0827.xxx* Change for School Improvement¹³ (3 s.h.) – prerequisite 0828.522
 0827.522# Instructional Leadership and Supervision¹⁴ (3 s.h.) – prerequisite 0828.546 and 0829.580
 0827.xxx* Building Organizational Capacity¹⁵ (3 s.h.) – prerequisite 0828.546 and 0828.522

Candidates may enroll in these courses as their own interests dictate. After completing all of these courses, candidates will submit to Benchmark #3 (see Appendix A).

Phase III (3 s.h.)

- 0827.600 Practicum/Seminar I in Administration and Supervision (3 s.h.)
 – prerequisite: successful completion of Phases I and II.

⁶ Offered by the Secondary Education/Foundations of Education Department. Generally offered fall, spring, and summer.

⁷ Offered by the Secondary Education/Foundations of Education Department. Generally offered fall, spring, and summer.

⁸ Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

⁹ To be offered by the Educational Leadership Department. Generally offered fall and spring.

¹⁰ Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

¹¹ Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

¹² Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

¹³ To be offered by the Educational Leadership Department. Generally offered fall and spring.

¹⁴ To be offered by the Educational Leadership Department. Generally offered fall and spring.

¹⁵ To be offered by the Educational Leadership Department. Generally offered fall and spring.

Only students who have completed Phases I and II are permitted to enroll in this course. After completing this Phase III course, candidates must submit to Benchmark #4 (see Appendix A).

(f) Cooperation with Other Departments: As indicated above, two courses in this program, *Foundations of Educational Policy* and *Fundamentals of Curriculum Development*, which are part of the Basic Professional Component of the College of Education, are taught by the faculty in the Secondary Education/Foundations of Education Department. See *Reports of Consultations* in Appendix B.

(g) Comparison with Programs of High Quality: As part of the research conducted in connection with the preparation of this proposal, one of the proposal sponsors examined the curricula of 27 different institutions identified on the National Council for the Accreditation of Teacher Education's (NCATE) list of nationally recognized programs in education leadership. Among the programs that were explored were the University of Massachusetts at Boston, Hofstra University, University of Texas at El Paso, and the University of Alabama at Huntsville. In this research, we determined that at least some of 27 institutions we reviewed offer programs that appear to be steeped in the historical traditions of educational administration – the type of programs that have been criticized in the recent educational leadership literature for their failure to prepare effective 21st century educational leaders who can promote and facilitate change for school improvement. Given this fact, we believe that we have sufficient compelling evidence to attest to the assertion that our proposed program is as good as or better than many of the programs that we reviewed. We base this assertion on the fact that our proposed program design addresses most, if not all, of the recent criticisms of traditional approaches to the preparation of educational leaders. Moreover, it is grounded in some of the most compelling recent literature on teaching and learning and on school improvement.

(h) Administration of the Program: The overall administration of the program will remain vested in the Educational Leadership Department. Aside from the two courses identified above that are “housed” in the Secondary Education/Foundations of Education Department, the scheduling and staffing of all remaining courses will be conducted by the chairperson of the Educational Leadership Department. The assignment of graduate coordinators/advisers will also be conducted by the department chairperson in consultation with the dean of the College of Education.

(i) Program Evaluation: As described above, candidates within the program will be subjected to six evaluation points from the start of the program through a period 3-5 years after program completion. At each benchmark point, empirical data on candidate performance and program effectiveness will be collected via surveys, checklists, rubrics, candidate self-assessments, and course evaluation forms. At the beginning of every semester, the faculty assigned to teach courses in the program meet to discuss program plans to minimize the potential for gaps and redundancy. Moreover, at the conclusion of every academic year, the department faculty will meet to review the data collected during the course of the previous year to weigh progress and consider program alternatives and/or revisions. These evaluation data will be archived for compliance with the requirements for our regional accrediting body.

Results of Consultation

Since no other department in the College of Education offers a similar or related program, our efforts to engage in substantive consultations with other departments is limited. In Appendix B, letters of consultation and support are presented. These include letters or memoranda from all of the following:

- S.J. Kuder, Associate Provost for Graduate Studies and Sponsored Research
- Carol Sharp, Dean of the College of Education
- Holly Willett, Chair of the Secondary Education/Foundations of Education Department

In addition, we have included in this appendix the required letter of consultation with our liaison with Campbell Library, Acting Dean Gregory Potter.

These memoranda clearly show strong support for this proposal.

Course Proposals

The course proposals necessary for the approval of this program proposal follow in Appendix C. New course proposals are offered first, followed by minor curriculum revision proposals for existing courses. They are as follows:

Track 1: Principal Preparation Program

New Courses

- Action Research in Education
- Building Organizational Capacity
- Change for School Improvement

Minor Curriculum Revisions to Existing Courses

- Law and Ethics in School Leadership (formerly *School Law for Administrators and Supervisors*)
- Technology for School Leadership (formerly *Computer Technology for Educational Administration*)
- Instructional Leadership and Supervision (formerly *Educational Supervision*)
- School Finance and Records

TRACK 2 – SCHOOL BUSINESS ADMINISTRATION PROGRAM

(a) Program Title: Master of Arts in School Administration Program, Track 2 – School Business Administration Program

(b) Sponsors: Gini Doolittle, Thomas Monahan, and David Hespe (for the Faculty of the Educational Leadership Department)

(c) Scope and Size of Program: This proposal seeks to restructure the existing program to better respond to the needs of the field and current “best practices” in school business administration and to eliminate unnecessary redundancies in the existing program. This will effectively reduce the total number of credits necessary for graduation and the Certificate of Eligibility for the N.J. School Business Administrator (SBA) license. In the presently existing program, there are 30 s.h. of course work followed by an 8 s.h. practicum/seminar experience for a total of 38 s.h. In the revised program, we propose 30 s.h. of course work followed by a 3 s.h. practicum/seminar experience for a total of 33 s.h. These proposed revisions align with the mission and strategic objectives of Rowan University, the conceptual framework of the College of Education, and the mission and goals of the Educational Leadership Department. Moreover, these proposed revisions comply with all expectations and requirements of our regional accrediting body (i.e., Middle States) and the state of New Jersey, and they will make our program more appealing to students in an increasingly competitive marketplace without sacrificing any of its quality or integrity.

(d) Need for the Program: Essentially, three needs drive this proposal for a major curriculum revision. First and foremost, there have been several shifts in the philosophy of business leadership since 1988, when our program last went through a serious and substantive revision. Our faculty is cognizant of these shifts, and we clearly see the need to update the program, ground it in the current “best practices” of school business administration, and respond to the current needs for the preparation of school business administrators. Second, the continuing development of a standards-based approach to the preparation of school business administrators, driven in large part by the New Jersey Professional Standards for School Leaders, require that our program focus on empirical evidence of student learner outcomes. In the past, we were required simply to demonstrate clearly that sufficient learning experiences were included with our program that would enable a candidate to successfully show mastery of the prescribed standards. As such, it was effectively an input model. More recently, however, state requirements require us to demonstrate that we not only provide sufficient learning experiences for students, but also that students can empirically demonstrate that they have, in fact, achieved the standards. Finally, this track in our master’s program in school administration has historically suffered from low enrollments. However, recent changes in the New Jersey Administrative Code now require individuals to possess a master’s degree as part of the requirements for the school business administrator certificate. Consequently, we expect that we will see a turn-around in candidate applications for this track. Recognizing that other institutions, including those that offer complete programs on-line, will quickly enter the marketplace, we want to revise our program to meet new state requirements and respond to needs of the field for a program grounded in current “best practices.” To accomplish these ends, without sacrificing any programmatic quality or integrity,

we have proposed revisions that will make our program more effective, appealing, and competitive while, at the same time, complying with all of the requirements of the state of New Jersey.

(e) Requirements for Admission and Graduation: We do not propose any substantive changes in either the admission or the graduation requirements for the proposed program. Applicants will continue to be required to (a) demonstrate adequate preparation for graduate study (e.g., standardized admission tests, undergraduate performance), (b) prepare a coherent and compelling statement of purpose and professional development objectives, and (c) provide professional references attesting to their readiness for rigorous graduate study, (d) submit, as necessary, to a personal interview with the department faculty, and (e) complete a personal pre-program self-assessment as a condition for admission to the program. In addition, students will continue to be required to maintain acceptable academic progress, as measured by the GPA, toward the attainment of the degree and must meet the rigorous requirements for graduation set by the department, College of Education, and the University Senate.

A new feature of the program will be the establishment of a series of benchmarks that provide for the periodic evaluation of all candidates as a condition of their continuing candidacy. These benchmarks have been established at the following points¹⁶: (1) program admission; (2) mid-way through the course work (also known as completion of Phase I, the first bank of four courses); (3) after completion of all coursework (also known as completion of Phase II, the second bank of six courses)¹⁷; (4) after completion of the practicum/seminar experience and prior to graduation (also known as the completion of Phase III)¹⁸; (5) one year after graduation to ascertain full licensure; and finally (6) 3-5 years after graduation to determine professional success as a school business administrator. The major thrust of these benchmarks will be the focus on student learning outcomes; students will be required to submit their own work that clearly demonstrates that they have achieved the prescribed state standards.

(f) Suggested Time and Scale: The newly restructured program is expected to become effective in the fall 2005. If approved, as anticipated, in the fall 2004, we will begin to advertise the new program and admit new students for program commencement in fall 2005.

(g) Resource Requirements: We do not anticipate the need for any extraordinary computing or other equipment, space, or materials for this program. Certainly, with our new facility, Education Hall, coming on line in the fall 2005, our access to badly needed space, technology, and materials will be greatly facilitated. The new facility will also offer a greatly improved environment for teaching and learning.

¹⁶ For further information and clarification of these benchmarks, see the *Assessment Model* that is attached as Appendix A.

¹⁷ This benchmark also requires a preliminary analysis of a student-generated portfolio of student work and a passing score on the School Leader Licensure Assessment (a national examination) as a prerequisite for admission into Phase III, the formal practicum/internship sequence.

¹⁸ This benchmark requires a formal presentation by the candidate of a portfolio of student-generated work. Further, it requires a major scholarly paper which summarizes and synthesizes the student's learning experiences. These products must be presented in an oral defense by the student that offers compelling evidence of his/her achievement of the state and accrediting body's standards.

(h) Library Requirements: We do not anticipate the need for any extraordinary library resources for this program. See *Results of Consultations* in Appendix B for a statement regarding library needs.

(i) Staffing: As indicated above, we will need to fill the faculty vacancies that presently exist in the Educational Leadership Department; however, beyond that, we do not anticipate the need for any new, additional faculty resources to make this program effective and successful. However, we will continue to rely on the faculty of the Secondary Education/Foundations of Education Department to continue to offer the *Foundations of Educational Policy* course that has historically been included within our program. Moreover, given the highly specialized nature of the content areas (e.g., school finance, financial accounting), we will continue to rely on adjunct faculty for support.

Rationale

This proposed program aligns with the mission and strategic objectives of Rowan University, the conceptual framework of the College of Education, and the mission and goals of the Educational Leadership Department. Moreover, these proposed revisions comply with all expectations and requirements of the state's Administrative Code, responds to the needs of the field and current “best practices” in school business administration, and eliminates unnecessary redundancies in the existing program.

Essence of the Program

(a) Major Goals of the Program: The goals of our program remain essentially unchanged. It is as follows:

The M.A. in School Administration Program in the Educational Leadership Department, in accord with Rowan University and the College of Education aspires:

1. to prepare district business leaders who will lead and manage culturally and programmatically diverse educational institutions in the 21st Century;
2. to create and nurture a learning community that fosters leadership and administrative excellence through personal and professional growth and enrichment within a context of mutual support and intellectual stimulation; and
3. to provide an environment for teaching and learning that focuses on a vision for excellence, a positive culture for teaching and learning, effective instructional practices, the facilitation of learning communities, managerial efficiency and effectiveness, advocacy for children and families, dynamic interaction with community, fairness and ethical behavior, and reflective practice and the development of scholarly practitioners.

(b) Specific Objectives of the Program: The specific objectives of our program also remain essentially unchanged. They are as follows:

1. to prepare school business administrators who understand the political, economic, legal and cultural contexts in which schools and districts operate;

2. to prepare school business administrators who understand and are able to develop, shepherd, and implement effective school budgets and other financial instruments and records;
3. to prepare school business administrators who understand and are able to administer and manage effective policies for a safe, secure, and financially solvent educational environment;
4. to prepare school business administrators who understand and are able to effectively advise boards of education on sensitive collective bargaining and human resources issues; and
5. to prepare school business administrators who understand the need for and are able to provide accurate and timely data to school district policymakers and school administrators for effective decision making.

(c) Structure of the Program: This proposal provides for a 33 s.h. program distributed across three phases as follows:

- Ten 3-credit courses in the essentials of educational leadership and school business administration. These courses are distributed in two distinct phases. Phase I includes four introductory courses, and Phase II includes six more highly specialized courses. During Phase II, students will begin work with field mentors under the supervision of a faculty supervisor. Each of the five courses within Phase II will have a field experience component.
- Phase III of the program will include a full semester, stand-alone 3-credit practicum/seminar course. This course will be field based and will include practical application of knowledge, skills, and dispositions acquired during coursework. Candidates will work with field mentors and university clinical supervisors.

(d)&(e) Identification and Sequence of Courses: In this section, we first provide a comparison of the existing program and the program with the changes that are being proposed. Following, we examine the sequence of the revised program.

Table 1 – Comparison of Existing and Revised Program

Existing Program	Program with Revisions
Foundations of Educational Policy	Foundations of Educational Policy
Procedures and Evaluation in Research	Action Research in Education *
Educational Organizations and Leadership	Educational Organizations and Leadership
Leading the Learner-Centered School #	Technology for Educational Leadership +
School Law for Administration and Supervision	Law and Ethics in School Leadership +
School Finance and Records	School Finance and Records +
School Plant Planning and Management	School Plant Planning and Management +
School Business Management	School Business Management +
Financial Accounting for School Systems	Financial Accounting for School Systems +
Employer-Employee Relations	Employer-Employee Relations +
Proposal Development – Practicum/Seminar #	
Practicum/Seminar I in Administration and Supervision	Practicum/Seminar I in Administration and Supervision
Practicum/Seminar II in Administration and Supervision #	
Total = 38 s.h.	Total = 33 s.h.

Deleted from program

* New course

+ Revised course

In summary, we propose the following:

- the courses *Foundations of Educational Policy* and *Educational Organizations and Leadership* will be unchanged in the revised program
- replace *Procedures and Evaluation in Research* with a new course entitled *Action Research in Education*
- replace *Leading the Learner-Centered School* with a revised course entitled *Technology for Educational Leadership*
- revise *School Law for Administration and Supervision*, *School Finance and Records*, *School Plant Planning and Management*, *School Business Management*, *Financial Accounting for School Systems*, and *Employer-Employee Relations* by adding a field experience component and a title change for the school law course
- reduce the 8 s.h. sequence that represents the existing internship with a 3 s.h. *Practicum/Seminar I in Administration and Supervision* (in addition to the field experiences embedded within Phase II courses)

The courses that constitute the revised program are as follows. Those that are new are marked with an asterisk (*). Those that currently existing, but revised (see attached *Minor Curriculum Revision* proposals) are marked with the “pound sign” (#). Prerequisites and credits are also shown. These courses are offered with the context of the three phases described above.

Phase I (12 s.h.)

0821.501	Foundations of Educational Policy ¹⁹ (3 s.h.) – no prerequisites
0828.546	Educational Organizations and Leadership ²⁰ (3 s.h.) – prerequisite 0821.502
0824.xxx*	Action Research in Education ²¹ (3 s.h.) – prerequisite 0821.502
0828.632#	Technology for School Leadership ²² (3 s.h.) – prerequisite 0828.546

Candidates will be required to take *Foundations of Educational Policy* as the first course and then will be strongly encouraged to enroll in the remaining courses in the sequence in which they are presented above. After completing all of these courses, candidates will submit to Benchmark #2 (see Appendix A).

Phase II (18 s.h.)

0827.534	School Plant Planning and Management (3 s.h.) – prerequisite 0828.546
0827.535	School Finance and Records ²³ (3 s.h.) – prerequisite 0828.546
0827.536	Financial Accounting Systems for School Systems – prerequisite 0828.546 and 0827.535
0827.538	School Business Management (3 s.h.) – prerequisite 0828.546
0827.559#	Law and Ethics in School Leadership ²⁴ (3 s.h.) – prerequisite 0828.546

¹⁹ Offered by the Secondary Education/Foundations of Education Department. Generally offered fall, spring, and summer.

²⁰ Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

²¹ To be offered by the Educational Leadership Department. Generally offered fall and spring.

²² Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

²³ Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

²⁴ Offered by the Educational Leadership Department. Generally offered fall, spring, and summer.

0827.610 Employer-Employee Relations (3 s.h) – prerequisite 0828.546

Candidates may enroll in these courses as their own interests dictate. After completing all of these courses, candidates will submit to Benchmark #3 (see Appendix A).

Phase III (3 s.h.)

0827.600 Practicum/Seminar I in Administration and Supervision (3 s.h.)
– prerequisite: successful completion of Phases I and II.

Only students who have completed Phases I and II are permitted to enroll in this course. After completing this Phase III course, candidates must submit to Benchmark #4 (see Appendix A).

(f) Cooperation with Other Departments: As indicated above, one course in this program, *Foundations of Educational Policy*, which is part of the Basic Professional Component of the College of Education, is taught by the faculty in the Secondary Education/Foundations of Education Department. See *Reports of Consultations* in Appendix B.

(g) Comparison with Programs of High Quality: The preparation of school business administrators is driven largely by state requirements. Candidates are expected to demonstrate that they have sufficient knowledge and professional skills in six areas: (a) issues in leadership and business management, (b) economics, (c) school operations, (d) issues in school law, (e) issues in school finance, (f) accounting, and (g) issues in human resources development and collective bargaining. We have successfully implemented a school business administration preparation program at Rowan for over three decades. The revisions we propose herein do not effectively change or disturb these areas. However, we do propose to offer new and revised courses in research and organizational change and capacity building. As part of our research for these revisions, we examined the present programs in a number of New Jersey institutions including Kean University, Montclair State University, and Rutgers University. Based on this research, our knowledge of the present literature regarding school business administrator programs, and our experiences in this professional field, we assert that our proposed program is of the highest quality.

(h) Administration of the Program: The overall administration of the program will remain vested in the Educational Leadership Department. Aside from the course identified above that is “housed” in the Secondary Education/Foundations of Education Department, the scheduling and staffing of all remaining courses will be conducted by the chairperson of the Educational Leadership Department. The assignment of a graduate coordinator will also be conducted by the department chairperson in consultation with the dean of the College of Education.

(i) Program Evaluation: As described above, candidates within the program will be subjected to six evaluation points from the start of the program through a period 3-5 years after program completion. At each benchmark point, empirical data on candidate performance and program effectiveness will be collected via surveys, checklists, rubrics, candidate self-assessments, and course evaluation forms. At the beginning of every semester, the faculty assigned to teach courses in the program meet to discuss program plans to minimize the potential for gaps and

redundancy. Moreover, at the conclusion of every academic year, the department faculty will meet to review the data collected during the course of the previous year to weigh progress and consider program alternatives and/or revisions. These evaluation data will be archived for continuing programmatic review cycles.

Results of Consultation

Since no other department in the College of Education offers a similar or related program, our efforts to engage in substantive consultations with other departments is limited. In Appendix B, letters of consultation and support are presented. These include letters or memoranda from all of the following:

- S.J. Kuder, Associate Provost for Graduate Studies and Sponsored Research
- Carol Sharp, Dean of the College of Education
- Holly Willett, Chair of the Secondary Education/Foundations of Education Department

In addition, we have included in this appendix the required letter of consultation with our liaison with Campbell Library, Acting Dean Gregory Potter.

These memoranda clearly show strong support for this proposal.

Course Proposals

The course proposals necessary for the approval of this program proposal follow in Appendix C. New course proposals are offered first, followed by minor curriculum revision proposals for existing courses. It should be noted that some of these courses are the same courses that have been introduced for Track 1 – Principal Preparation Program.

New Courses

- Action Research in Education

Minor Curriculum Revisions to Existing Courses

- Law and Ethics in School Leadership (formerly *School Law for Administrators and Supervisors*)
- Technology for School Leadership (formerly *Computer Technology for Educational Administration*)
- School Finance and Records
- School Plant, Planning, and Management
- School Business Administration
- Financial Accounting for School Systems
- Employer-Employee Relations

APPENDIX A

Program Assessment Model

PROPOSED ASSESSMENT MODEL
Educational Leadership Department
Principal/Supervisor's Master's Program

<p>Benchmark #1 Program Admission</p> <p>Prior to program admission, students are assessed on the basis of:</p> <ul style="list-style-type: none"> • GRE/MAT • Undergraduate GPA • Graduate work • Essay/objectives • Recommendations • Interview • Pre-program candidate self-assessment 	<p>Benchmark #2 Mid-Point of Program Course Work</p> <p>During program course work, candidates develop authentic products that demonstrate proficiency of ELCC standards. During Phase I of course work (first 5 courses), candidates engage in limited number (1-2 per course) of field experiences and enter products and learning reflections in portfolio. At mid-point, candidates are assessed on the basis of:</p> <ul style="list-style-type: none"> • Course completion (first 5 courses) • GPA • Formative review of portfolio tasks 	<p>Benchmark #3 Pre-Internship (Practicum/Seminar)</p> <p>During Phase II of course work (second 5 courses), candidates begin work with field mentor and engage in field experiences (3-4 per course) and enter products and learning experiences in portfolio. Prior to entry into the internship experience (Practicum/Seminar), candidates are assessed on the basis of:</p> <ul style="list-style-type: none"> • Course completion (10 courses) • GPA • SLA • Portfolio tasks • Plan for internship 	<p>Benchmark #4 Post-Internship (Graduation)</p> <p>During Phase III of course work (internship), candidates engage in 150 hour field experience based on approved plan. Candidates enter field experience products and learning reflections in portfolio. After completion of internship experience, candidates are assessed on the basis of:</p> <ul style="list-style-type: none"> • GPA • Field mentor assessment • Synthesis paper • Portfolio defense • 1st post-program self-assessment 	<p>Benchmark #5 1-Year Out</p> <p>One year after program completion, candidates are assessed on the basis of:</p> <ul style="list-style-type: none"> • Award of standard administrative license • Employer survey • 2nd post-program self-assessment • Job placements 	<p>Benchmark #6 5 Years Out</p> <p>Five years after program completion, candidates are assessed on the basis of:</p> <ul style="list-style-type: none"> • Award of standard administrative license • Employer survey • 3rd post-program self-assessment • Job placements
---	--	---	---	---	--

Rowan University
Educational Leadership Department
M.A. Programs in School Administration and Supervision & Curriculum

Proposed Process for Candidate Evaluation

Strategies for Evaluation of Candidate Performance

The proposed general design for the evaluation of candidates' performance incorporates the following multiple measures and strategies:

- Prior to admission into the program, candidates will be assessed by an admissions committee for potential for program completion and success. As part of the pre-admissions process, candidates will be assessed on a combination of their GRE/MAT scores, undergraduate GPA, graduate course work completed (if applicable), essay/statement of objectives, recommendations, and interview. Candidates will also be required to complete a pre-program self-assessment of knowledge, skills, and dispositions.
- General program performance – Candidates will be assessed by program advisers at the end of each semester of their academic program on the basis of their academic performance as measured by their cumulative grade point averages (GPA). Candidates will be expected to maintain a cumulative GPA of at least 3.00 (as measured on a 4-point scale) for continued matriculation in, and successful completion of, the program. Periodically (specifically, at the end of Phase I of the program), candidates' portfolios will be assessed for adequacy of progress.
- Professional practice knowledge – Candidates will be expected to achieve a passing score on the School Leaders Licensure Assessment (SLLA) examination as a basis for continuing matriculation in the program. Candidates who do not pass the SLLA will not be permitted to engage in the Practicum/Seminar (internship) course.
- Course knowledge – Throughout their course work, candidates will be expected to develop and maintain an [electronic] portfolio which will contain authentic artifacts (e.g., papers, projects, case studies) of their achievement of the knowledge and skill bases identified in the ELCC/ISLLC standards and the Professional Standards for School Leaders (NJAC 6A:9-3.4) and the New Jersey core curriculum content standards. In addition, candidates will be expected to prepare and insert into their portfolios periodic course learning reflections. These are primarily connected to their pre-practicum/seminar (internship). After assessment by the course instructor, the candidates will insert these authentic artifacts into their portfolios as demonstrated evidence of their achievement of the required state standards for school leaders as well as the core curriculum content standards. At various times during their programs, students will be required to

meet with the program adviser to review the contents of their portfolios to ensure their continuing progress toward the completion of their certification programs.

- Prior to their completion of the program (and a recommendation to the New Jersey Department of Education for licensure), candidates will prepare a summative reflection paper (approximately 20 pages) that synthesizes their learning in the program. This reflective essay will be a scholarly product, grounded in the various literatures studied during the program, and will summarize and synthesize the learning experiences of the student throughout the program. Subsequently, each candidate will meet with a committee of faculty to carefully review and assess the synthesis paper and complete portfolio to ensure that the candidates have appropriately demonstrated proficiency in the professional standards for school leaders and the core curriculum content standards.
- After completing the approved program, candidates' ability to apply content knowledge will be assessed via multiple strategies including, but not limited to, (a) the award of the standard school administrator certificate, (b) job placement records, and (c) employer satisfaction surveys.

Description of Benchmark Points

There will be six benchmark, or assessment, points in the program as follows:

1. Prior to admission to the program, candidates' potential for program completion and success will be assessed as described above.
2. Candidates will progress through Phase I of the program (first 5 courses), during which time they begin to demonstrate required proficiencies through the development of course-embedded and/or field experience products. During this phase, in each course, candidates produce assigned course products and a minimum of 1-2 field products. These products are evaluated by the course instructor and placed in the candidate's program portfolio. Candidates also produce learning reflections at the conclusion of each course, which are also included in the portfolio. At the conclusion of Phase I, candidates are assessed by the program advisers based upon the following criteria: (a) completion of first 5 courses, (2) satisfactory GPA, (3) formative assessment of program portfolios.
3. During Phase II of the program (second 5 courses), working with field mentors, candidates continue demonstrate required proficiencies through the development of course-embedded and/or field experience products. During this phase, in each course, candidates produce assigned course products and a minimum of 3-4 field products. These products are evaluated by the course instructor and placed in the candidate's program portfolio. Candidates also produce learning reflections at the conclusion of each course, which are also included in the portfolio.

As part of Phase II of the program, candidates are expected to achieve a passing score on the School Leaders Licensure Assessment (SLLA), select and begin work with a field mentor, and develop a plan for the Practicum/Seminar (internship) course. At the conclusion of Phase II, candidates are assessed by the program advisers based upon the following criteria: (a) completion of all courses, (2) satisfactory GPA, (3) satisfactory SLLA score, (d) portfolio, and (e) plan for internship.

4. During Phase III of the program, working with field mentors, candidates engage in 150 clock-hour practicum/seminar (internship) experience, during which time they complete their demonstration of proficiencies of ELCC/ISLLC and state standards. Authentic products are placed in the portfolios. Candidates prepare a final summative learning reflection (approximately 20 pages) that synthesizes their learning experiences. Field mentors assess candidate performance using an assessment instrument. Candidates also complete a post-program self-assessment of knowledge, skills, and dispositions. As the culminating activity, candidates present their portfolios to a small committee of faculty and demonstrate that they have successfully achieved all of the required standards.
5. One year after program completion, candidates are surveyed to determine their progress in achieving the standard administrative certificate. Employer satisfaction surveys are also administered. Program alumni are also requested to complete another self-assessment of knowledge, skills, and dispositions.
6. Five years after program completion, candidates are again surveyed to determine their progress in achieving the standard administrative certificate. Employer satisfaction surveys are also administered. Program alumni are also requested to complete another self-assessment of knowledge, skills, and dispositions.

APPENDIX B

Library Resources Form and Letters of Consultation

This appendix contains (a) the library resource form from Interim Dean Greg Potter, and
(b) letters from individuals who were asked to comment on this proposal.

**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 use 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

Proposed by: MONAHAN | DOOLITTLE | HESPE Date: SEPT 15, 2004

PROGRAM
Course Title: M.A. IN SCHOOL ADMINISTRATION

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 PROPOSED PROGRAM REVISION.

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 GREGORY POTTER

Librarian Signature: 

Rowan University
Campbell Library

Library Resources Form

Department/School: College of Education/ Educational Leadership

Proposed by: Drs. Monahan, Doolittle, and Hesse

Program Title: M.A. in School Administration

Anticipated Date for Course/Program Offering: Fall 2005

Part B: Resources that should be acquired

No extraordinary additional resources are needed at this time. A list of recommended titles was submitted with this proposal. These titles will be ordered immediately.

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.

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 PsychINFO 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.

G. Potter (9/15/04)



Dean of The Graduate School

September 28, 2004

David Hespe, J.D.
Department of Educational Leadership
Rowan University

Dear Professor Hespe:

Thank you for the opportunity to review the proposals for revisions to the School Administration and Supervision and Curriculum Development masters program. I support the proposed revisions.

As you note in your supporting documentation, the proposed revisions will align these programs with changes in state licensing standards as well as with “best practices” in education. In addition, by shortening the length of the programs you will make the program more attractive to potential students.

At the same time, the changes to the practicum/seminar experience, the revised assessment procedures, and updating of courses will strengthen the academic content of the program. I believe that the result of the proposed changes will be a stronger program that is more accessible to students.

I congratulate the program faculty on their work on this proposal. I look forward to working with you to implement all of the elements of the proposal and to inform potential students of the exciting changes to these programs.

Sincerely,

S. Jay Kuder, Ed.D.
Associate Provost for Research and
Dean of The Graduate School



Office of the Dean, College of Education

September 23, 2004

Dr. Thomas C. Monahan
Department of Educational Leadership
College of Education

Dr. Gini Doolittle
Department of Educational Leadership
College of Education

Dear Drs. Monahan and Doolittle:

I support your major curriculum revision proposal for the Master of Arts in School Administration. This curricular endeavor is an excellent example of the type of work that is needed to ensure that Rowan University's graduate programs for the preparation of school leaders meet state and national mandates. The positive approach to the work involved in this effort serves as a model for the type of curricular work in which the College of Education strives to achieve. Your basic premises – the need to update the program, realign it with “best practices” in the field, eliminate unnecessary redundancies, and respond to the emerging needs in the field – enabled you to competently address professional standards. Your attention to detail will position this program well for our upcoming accreditation review.

Sincerely,

Carol A. Sharp, Ph.D.
Dean



Department of Secondary Education/Foundations of Education

September 28, 2004

Department of Educational Leadership
c/o Dr. David Hespe, Chair
Robinson Hall

Dear David;

Yesterday the Curriculum Committee of the Department of Secondary Education/Foundations of Education discussed the proposed changes in the two master's degrees in your department. The committee agreed to support them and took this recommendation to a department meeting immediately following the committee meeting.

The department voted that I should write in support of both proposals. We appreciate the fact that Ed Leadership wishes to continue requiring two of our Foundations courses, Foundations of Educational Policy and Fundamentals of Curriculum Development. We also noted with pleasure the additional restricted electives in curriculum for the MA in Supervision and Curriculum. This will strengthen the curriculum portion of the degree. Our Foundations faculty look forward to continuing to teach the graduate students in your program.

The Curriculum Committee had one suggestion. We noticed that the program goals don't include seeking, evaluating, or using information for making decisions. I am sure that this is such a strong part of each course and each degree that you may have merely assumed its presence. Making information literacy an explicit goal would strengthen an already valuable set of proposals.

Cordially,

Holly G. Willett, Ph.D.
Associate Professor
Chair, SE/FE

cc: Department members

APPENDIX C

Course Proposals

This appendix contains a list of new course proposals as well as proposals for minor curricular changes to existing courses. Readers are advised that these course proposals are being formally submitted for approval by the College of Education Curriculum Committee under separate cover (Process A) and are listed here only as informational items.

New Non-General Education Courses

Action Research in Education
Change for School Improvement
Building Organizational Capacity

Minor Revisions to Existing Non-General Education Courses

Instructional Leadership and Supervision
Law and Ethics for School Leadership
Technology for School Leadership
School Finance and Records
School Plant Planning and Management
School Business Administration
Financial Accounting for School Systems
Employer-Employee Relationships