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**ROWAN COLLEGE
CURRICULUM COMMITTEE**

PROPOSAL TITLE: GOVERNING/VICE/EDUCATION HIGHER EDUCATION GOVERNANCE 6827-746

 UNDERGRADUATE X GRADUATE 2 CREDIT HOURS

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

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

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

STEP #1 (DEPARTMENT)	STEP #2 (RECEIPT)	STEP #3 (SCHOOL)
<u> </u> APPROVED/DATE: <u> </u> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR. <u> </u> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>95-916-19</u> DATE RECEIVED: <u> </u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/21/95</u> <u> X </u> RECOMMEND TO APPROVE <u> </u> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <u> </u> WITHOUT RESERVATIONS <u> </u> WITH RESERVATIONS COMMENTS: <u> </u> SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN) **COMMENTS:**

 X RECOMMEND
 NOT RECOMMEND
 CONDITIONALLY RECOMMEND
(SEE COMMENTS)
DATE & SIGNATURE, DEAN OF SCHOOL

STEP #5 (SENATE CURRICULUM COMMITTEE)

DATE OF OPEN HEARING 11/21/95

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

 RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)

DATE PRESENTED TO SENATE 11/21/95 X APPROVED NOT APPROVED

NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____

SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE 11/22/95

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-1-95

APPROVED: YES NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS 2

FACULTY LOAD HOURS 2

EQUALIZED CREDIT HOURS _____

OFFICIAL COPY & APPROVAL SHEET FILED (DATE) 3/10/96

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jun 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827.746

DATE/SIGNATURE OF REGISTRAR B. J. Kelley 10 Jun 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

a. Course Title: **Higher Education Governance**

b. Sponsors: Laurence R. Marcus and Richard Smith, Educational Administration Department, and Doctoral Program Development Team

c. Credit Hours: 2

d. Course Level: Doctoral

e. Curricular Effect: Elective

f. Prerequisites: The Policy Environment

g. Suggested time and scale of implementation: Spring 2, Summer 3

h. Adequacy of present staff: As part of its 1994 action approving the Feasibility Study for the Doctoral Program in Educational Leadership, the Board of Trustees committed to a six FTE faculty complement. Existing faculty, along with six individuals who will be hired over a five year period, will teach in the program; the new faculty will teach both in the doctoral program and in other degree programs at the college.

i. Short-term Evaluations: N/A -- new course

2. Rationale:

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

Colleges and universities seek to achieve their individual missions within a complex set of federal and state statutes, regulations, policies, and program requirements; some institutions must also operate in accordance with county or local mandates as well. Boards of trustees are typically charged with assuring that external governance mandates are met. In addition, institutions of higher education would be hard-pressed to function effectively without strong internal governance mechanisms. Higher education leaders must have a strong understanding of this layered governance system.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: Students will gain knowledge of existing federal higher education policy, of the various models of state-level higher education coordination, of the function of boards of trustees, and of the necessity for an effective shared decision-making process on the campus.

b. Topical Outline/Content:

- (1) Federalism as applied to higher education
- (2) Federal higher education policy concerns as evidenced by mandates regarding such areas as student financial aid, equity policy, accountability, etc.
- (3) The states and higher education: what state policy seeks to accomplish; governing boards vs. coordinating boards; factors affecting the continually changing nature of state-level higher education structures; overseeing the independent sector
- (4) Trustees: the interface between the campus and the external society; the board's role on campus; who serves and how they are selected
- (5) Campus decision-making: who should be involved in what; the role of senates and unions; promoting shared decision-making

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

c. Grading and evaluation procedure of students: Students will be graded on a class presentation and a paper that analyzes the role of federal, state, county (if applicable), and campus policy-makers on a specific campus program. The research will also focus on potential changes in the governance mechanisms at each level in order to enhance the program's effectiveness.

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

4. Results of Consultations:

The process of the development of the Doctoral Program included the advice and counsel of prominent external consultants, including Dr. Burt Nanus, one of the pre-eminent experts on leadership, and Dr. John Daresh, one of the most prominent reformers of preparation programs for educational administrators. Dr. Nanus recently retired from the University of Southern California, where he served as Professor of Management in

the School of Business Administration and as director of research for USC's Leadership Institute. He was also director of the university's Center for Futures Research. He is the author of eight books, including the seminal work, *Leaders: The Strategies for Taking Charge*, which he co-authored with Warren Bennis. Dr. Daresh, also well-published, is chair of the Department of Educational Administration and Foundations at Illinois State University. He has been prominently involved in Danforth-funded projects to improve the preparation of principals and other educational leaders. For five years he served as co-director of the University Council for Educational Administration (UCEA) Center on Field Relations in Educational Administration Training Programs. Both consultants have reviewed and approved this course proposal.

Catalogue Description

This course will examine the layered approach to institutional governance, focusing on existing federal higher education policy, the various models of state-level higher education coordination, the function of boards of trustees, and the process of campus decision-making. Students will analyze the role of federal, state, county (if applicable), and campus policy-makers on a specific campus program.

Prerequisite: The Policy Environment