

ROWAN COLLEGE
CURRICULUM COMMITTEE

(P)

PROPOSAL TITLE: HUMAN RESOURCE DEVELOPMENT 0827-748

 UNDERGRADUATE X GRADUATE 3 CREDIT HOURS

SPONSOR(S) : Laurence R. Marcus and Thomas Michael

DEPARTMENT & TELEPHONE# Educational Administration Department
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>95-96-20</u> DATE RECEIVED: <u> </u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/18/95</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 11/21/95

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

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED

12-4-95

APPROVED:

YES

NO

IF NO, REASONS ARE AS FOLLOWS:

STUDENT CREDIT HOURS

3

FACULTY LOAD HOURS

3

EQUALIZED CREDIT HOURS

OFFICIAL COPY & APPROVAL SHEET FILED (DATE)

12/5/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST

C. J. Motson

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED

10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED

0827-748

DATE/SIGNATURE OF REGISTRAR

B. F. Kibbey 10 Jan 96

NOTIFICATION FORWARD:

___ SENATE CURRICULUM COMMITTEE CHAIRPERSON

___ DEPARTMENT CHAIRPERSON(S)

___ ACADEMIC DEAN(S)

___ REGISTRAR

___ SPONSOR(S)

Course Proposal

1. Details

- a. Course Title: **Human Resource Development**
- b. Sponsors: Laurence R. Marcus, Thomas Michael, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 3
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Changing Organizations
- g. Suggested time and scale of implementation: Fall 2
- 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.

One of the most important roles of an educational leader is to assure the effective use of human resources by fostering an environment in which the organization is continually learning and the staff is continually growing. This leadership responsibility becomes even more crucial during dynamic times in order to assure that the organization both understands and has the capacity to meet public needs. Different challenges are presented by staff in different periods of their lives and different stages of their careers, as is evident by the needs of entry -level persons (as well as faculty making a shift to administrative roles) both to learn their jobs, to become acculturated into the new profession, and to

develop career resilience; persons at mid-career (a point which is coming earlier in one's professional life due to the lack of mobility that has characterized our society) require opportunities for reinvigorating growth. This course will focus on improving the performance of the organization through a proactive human resource development effort. It will stress the supervisory responsibility to assist staff through coaching, appraising performance, providing advice, and eliminating barriers to development.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: Students will learn to view a human resource development program as an investment in the organization's future, and will understand that it is grounded on an insightful employee performance appraisal system tied closely to organizational goals. They will be able to assist staff to know and understand their talents and their potential, to identify outlets for talents not fully utilized, and to develop plans to help to develop potential to its fullest.

b. Topical Outline/Content:

- (1) What is human resource development and why is it important?
- (2) Understanding the individual experience in the workplace (including the career life cycle)
- (3) The leader as coach, appraiser, adviser, and referrer
- (4) Evaluating performance and potential
- (5) Linking staff development needs with organizational needs
- (6) Reward systems and incentives
- (7) Human resource development strategies (including personalized career development plans, training and education programs, employee assistance programs, etc.)

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 expected to apply the knowledge gained in this course by preparing a comprehensive human resources development program for their workplace. Each student will be required to defend the plan in the class and to present the plan to the leadership within the workplace who will be asked to comment on the appropriateness of the design.

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 focus on improving the performance of the organization through a proactive human resource development effort. It will stress the responsibility of leaders to assist staff through coaching, appraising performance, providing advice, and eliminating barriers to development.

Prerequisite: Changing Organizations