

ROWAN COLLEGE
CURRICULUM COMMITTEE

(2)

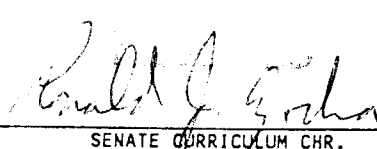
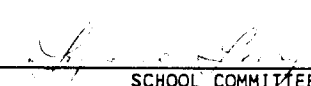
PROPOSAL TITLE: ISSUES IN SCHOOL GOVERNANCE 6827-749

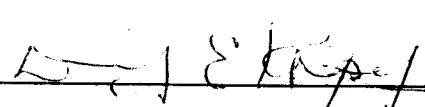
 UNDERGRADUATE X GRADUATE 2 CREDIT HOURS

SPONSOR(S): Ronald K. Butcher, Edward H. White, Jr.

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)
<input checked="" type="checkbox"/> APPROVED/DATE: _____ <input type="checkbox"/> NOT APPROVED/DATE: _____ <hr/> DEPT. CURRICULUM CHR. <input type="checkbox"/> REVIEWED/DATE: _____	SCC# <u>95-96-21</u> DATE RECEIVED: _____  SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/21/95</u> <input checked="" type="checkbox"/> RECOMMEND TO APPROVE <input type="checkbox"/> RECOMMEND NOT TO APPROVE FORWARD FOR OPEN HEARING <input type="checkbox"/> WITHOUT RESERVATIONS <input type="checkbox"/> WITH RESERVATIONS COMMENTS: _____  SCHOOL COMMITTEE CHR.

STEP #4 (ACADEMIC DEAN)	COMMENTS:
<input checked="" type="checkbox"/> RECOMMEND <input type="checkbox"/> NOT RECOMMEND <input type="checkbox"/> CONDITIONALLY RECOMMEND (SEE COMMENTS) DATE & SIGNATURE, DEAN OF SCHOOL _____	  <u>11/21/95</u>

STEP #5 (SENATE CURRICULUM COMMITTEE)
DATE OF OPEN HEARING <u>11/21/95</u>
APPROVED BY SENATE CURRICULUM COMMITTEE (DATE) <u>11/21/95</u>
<input type="checkbox"/> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS: _____ _____

STEP #6 (SENATE)
DATE PRESENTED TO SENATE <u>11/21/95</u> <input checked="" type="checkbox"/> APPROVED <input type="checkbox"/> NOT APPROVED
NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____
SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u>Ronald K. Butcher</u>

STEP #7 (EXECUTIVE VICE PRESIDENT/PROVOST)

DATE RECEIVED 12-4-95

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) 12/3/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST J. Matthea

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED 0827-749

DATE/SIGNATURE OF REGISTRAR B. Kelly 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: **Issues in School Governance**
- b. Sponsors: Ronald K. Butcher, Edward White, Jr., 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.

Issues of school governance -- which are constantly changing -- influence the day-to-day operations of schools. Educational leaders of the future must have the ability to identify issues of importance, and must be able to impact related discussions at all levels of the decision-making process: particularly local and state, but regional and national as well. They will also need to be able to analyze how and why issues emerge (particularly with school boards and state regulators), to be able to determine the impact that these issues may have on their educational system (as well as on themselves), and to be able to clearly define and articulate priorities that move their institutions in the right direction.

Additionally, they will need to understand the respective roles of, and to develop productive relationships with school boards and state authorities, as well as to become expert at utilizing the formal procedures and informal approaches to influence discussions that have political, social, fiscal, and educational implications for their schools.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes:

- (1) Students will gain an understanding of how political, social, fiscal, and educational issues affect school governance.
- (2) Students will gain an understanding of how educational leaders are affected by issues in school governance.
- (3) Students will gain an understanding of the roles of that educational leaders, school boards, and state authorities play -- both appropriately and inappropriately -- in school governance.
- (4) Students will gain an understanding of how they may affect governance to improve the quality of education and to create a better future for their school system.

b. Topical Outline/Content:

- (1) Current issues in school governance, with a focus on an analysis of how political, social, economic, and educational issues at the national, state, and local levels affect school governance
- (2) The impact issues in school governance have upon the role and function of school leaders
- (3) The role of the school board in school governance
- (4) The role of state agencies and boards in school governance
- (5) The role of the educational leader in school governance, and the leader's relationship with the school board and state authorities
- (6) The process by which educational leaders influence issues in school governance
- (7) The impact issues in school governance have upon students and teachers in the classroom
- (8) Case studies in school governance -- Each student will prepare a comprehensive analysis of two major issues in school governance, addressing such matters as: What is the real issue? Who was instrumental in making this a school governance issue of importance? Does this issue have limited or broad-based ramifications (politically, socially, fiscally, and educationally), why, and what are they? How can the leader influence the discussion such that the ultimate decision provides for an improved quality of education for the student and a better future for the school as well as promoting appropriate school governance?

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 their class participation, as well as their analyses of issues in school governance.

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 identifies current issues in school governance, and provides students with the understanding of how the issue develops, who has been instrumental in promoting the issue, and what ramifications the issue could have for the educational system and its leader. It will focus in part on the relationship between the educational leader, the school board, and state-level authorities. The course will help students to develop their understanding of the role of the educational leader as spokesperson seeking to influence the resolution of issues of school governance.

Prerequisite: The Policy Environment