

ROWAN COLLEGE
CURRICULUM COMMITTEE

(P)

PROPOSAL TITLE: THE POLICY ENVIRONMENT 0827-733

 UNDERGRADUATE X GRADUATE 3 CREDIT HOURS

SPONSOR(S): Laurence R. Marcus

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>11/1/95</u> <u> </u> NOT APPROVED/DATE: <hr/> DEPT. CURRICULUM CHR. <u> </u> REVIEWED/DATE: <hr/> DEPT. CHR.	SCC# <u>95-96-34</u> DATE RECEIVED: <u>Ronald J. Gordon</u> SENATE CURRICULUM CHR.	REVIEWED DATE: <u>11/1/95</u> <u> </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:
<u> </u> RECOMMEND <u> </u> NOT RECOMMEND <u> </u> 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> <u> </u> RETURNED TO SPONSOR(S) FOR THE FOLLOWING REASONS:

STEP #6 (SENATE)
DATE PRESENTED TO SENATE <u>11/21/95</u> <u> </u> APPROVED <u> </u> NOT APPROVED NOTIFICATION TO EXECUTIVE VICE PRESIDENT/PROVOST (DATE) _____ SENATE CURRICULUM COMMITTEE CHAIR SIGNATURE/DATE <u>Ronald J. Gordon</u> <u>11/21/95</u>

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) 12/8/95

SIGNATURE, EXECUTIVE VICE PRESIDENT/PROVOST [Signature]

REGISTRAR

DATE APPROVED COURSE DESCRIPTION RECEIVED 10 Jan 96

HEGIS TAXONOMY AND COURSE NUMBER ASSIGNED C827.733

DATE/SIGNATURE OF REGISTRAR B. F. Kiley 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: **The Policy Environment**
- b. Sponsors: Laurence R. Marcus, Educational Administration Department, and the Doctoral Program Development Team
- c. Credit Hours: 3
- d. Course Level: Doctoral
- e. Curricular Effect: Major Requirement
- f. Prerequisites: Forces of Change in American Society and Research for Educational Leadership II
- 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.

Education is but one function of government. As such, it must simultaneously work synergistically with other government functions and compete with them for resources. Minimally, education must coordinate with - or at least not get in the way of, nor totally duplicate - such public functions as work force development, economic development, research and development, social policy, and public assistance efforts, etc., while all seek a sufficient share of public revenues. Similarly, within the field of education, early childhood education, K-12 education, vocational and occupational education, higher education, and adult education are expected to work in harmony as if they were one

system, yet all are in competition with each other for available educational dollars. The challenge is even more complicated since we do not live in static times. Issues emerge and evolve in response both to changes in the environment and shifts in the public mood. As a result, public priorities shift as issues capture the public attention and coalitions form. Thus, it is important for educational leaders to have a firm understanding of the policy environment within which they operate.

3. Essence of the Course:

a. Objectives of the course in relation to student outcomes: Students will gain the skills necessary to resolve goal conflicts between education and its environment. They will also gain the skills necessary to provide policy makers with alternative choices that might advance education.

b. Topical Outline/Content:

- (1) What is public policy?
- (2) How issues get on the public agenda
- (3) The processes of transforming an issue into public policy
- (4) The politics of government: what is a public function; federalism -- who does what and who pays; centralization vs. decentralization; how much regulation is necessary/appropriate
- (5) Current status, issues, and benefit analysis in competing public policy areas: economic, political /legal, social, and science/technology
- (6) Policy analysis projects (one outside of education in order to gain the skills necessary to resolve goal conflicts between education and its environment, and one in education in order to gain the skills necessary to provide policy makers with alternative choices that might advance education). Focus will be on such issues as: What does the policy seek to accomplish? What underlying cultural values does the policy reflect? Is the policy accomplishing what was intended? Who benefits and who does not? Is the policy in keeping with current professional thinking in the area covered by the policy and in keeping with the current public mood? What are the possible alternatives/modifications to the policy? Which should be selected and why? How would the cost/benefit of the proposed change compare with the cost/benefit of the current policy? Is the proposed change in keeping with current professional thinking in the area covered by the policy and in keeping with the current public mood? Who could be counted on to support such changes and why? Who would oppose and why?

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 two public policy analyses as well as on a class presentation on one of the analyses.

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 provides educational leaders with an understanding of the policy environment within which they operate in order to equip them to resolve goal conflicts between education and its environment, and to provide them with the skills to develop alternative choices to advance education. Topics include economic, political/legal, social, and science/technology policy, as well as cross-cutting issues such as entitlements, privatization, decentralization, deregulation, use of incentives, and funding of mandates.

Prerequisites: Forces of Change in American Society and Research for Educational Leadership II