University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HELEAD729 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Organization and Governance in Higher Education

**25-Character Abbreviation:**

**Sponsor(s):** Richard Mason and Ellyn Dickmann

**Department(s):** Curriculum and Instruction

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments:

**Programs Affected:** **MSE-PD Higher Education Emphasis**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** Graduate Standing

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):**

**Instructor:** Dr. Richard Mason

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:** An increasing number of students seeking graduate-level preparation for careers in higher-education leadership in areas such as residence life, recruitment and retention, and academic support services have sought admission to the MSE-PD Educational Leadership program. This course is one of a set of six courses being created specifically to address the needs of that group of students that will form part of a distinct emphasis in Higher Education Leadership. The population for whom these courses are intended is different from the students admitted to UW-Whitewater’s Counselor Education program – Higher Education track in that they do not have a particular interest in counseling and the positions for which they are preparing do not require them to complete a nationally-accredited program in counseling.

**Relationship to program assessment objectives:** This course addresses [CAS Standards](http://www.cas.edu/getpdf.cfm?PDF=E86DA70D-0C19-89ED-0FBA230F8F2F3F41) for master’s-level student affairs professional preparation programs. This course also contributes to the achievement of MSE-PD program goals of enhancing students’ proficiency in **research** about higher education leadership, their understanding of professional **practice**in higher education, and the ability to communicate with others about, and advocate for, student growth and learning in higher education **(voice)**.

**Budgetary impact:** Courses in the Higher Education Leadership emphasis will initially be taught by UW-Whitewater administrators funded by program revenue. As the program expands, the course will be taught by qualified adjunct instructors on a self-supporting basis.The population served by these courses does not overlap with the population enrolled in other master’s emphasis areas at UW-Whitewater, and availability of these courses should not affect enrollment in existing courses other than the common core courses of the MSE-PD, which should increase as more students enroll in the Higher Education Leadership emphasis.

**Course description:** (50 word limit) Colleges and universities have an important societal role now and have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. The outcome should be that the student would be cognizant of the myriad of issues involved within the administration of colleges and universities.

**If dual listed, list graduate level requirements for the following:**

1. **Content** (e.g., What are additional presentation/project requirements?)

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates?)

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

**Course objectives and tentative course syllabus:**

**The student will:**

1. Gain an understanding of and appreciation for the factors that makes colleges and universities complex and different in order to effectively participate in class discussions, group projects and written assignments
2. Acquire knowledge of the organization and structure within colleges and universities by participating in class discussions, group projects and written assignments.
3. Discern the complex issues facing contemporary colleges and universities by effectively participating in class discussion, group projects or written assignments.
4. Gain an appreciation of campus climate, culture and community through active participation in class discussions, group projects or written assignments.
5. Think and write critically about challenges and issues facing colleges and universities.
6. Understand the key administrative roles and functions within colleges and universities and the strategies that contribute to organizational efficiency and effectiveness. Students will demonstrate this understanding by actively participating in class discussion, group projects and written assignments.
7. Relate major organizational concepts to the internal governance of colleges and universities and apply these concepts to specific administrative issues or topics by actively participating in class discussions, group projects and written assignments..

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

**The following book/articles were critical in developing this course:**

Balzer, W. K. (2010). *Lean higher education: Increasing the value and performance of university*

*processes.*New York, NY: Taylor and Francis Group.

Barr, M. J., & McClellan, G. S. (2011). *Budgets and financial management in higher education* (2nd ed.).

San Francisco, CA: Jossey-Bass

Bolman, L. G., & Deal, T. E. (2008). *Reframing organizations*. (4th ed.) San Francisco, CA: Jossey-Bass.

Bollman, L. G., & Gallos, J. V. (2011). *Reframing academic leadership*. San Francisco, CA: Jossey-Bass.

Bonk, C. J. (2009). *The world is open: How web technology is revolutionizing education*. San Francisco,

CA: Jossey-Bass.

Bower, B. & Wolverton, M. (2009). *Answering the call: African American women in higher education leadership*. Sterling, VA: Stylus Publishing.

Christensen, C. M., & Eyring, H. J. (2011).  *The innovative university changing the DNA of higher*

*education from the inside out*. San Franscisco, CA: Jossey-Bass.

Cohen, A. M., & Kisker, C. B. (2010).  *The shaping of American higher education emergence and growth*

*of the contemporary system* (2nd ed.). San Francisco: Jossey-Bass.

Cox, R. D. (2009). *The college fear factor: How students and professors misunderstand one another*.

Cambridge, MA: Harvard University Press.

Dobbins, M., Knill, C., & Vögtle, E. (2011). An analytical framework for the cross-country comparison

of higher education governance. *Higher Education, 62*(5), 665-683. doi:10.1007/s10734-011-

9412-4

Fullan, M. & Scott, G. (2009). *Turnaround leadership for higher education*. San Francisco, CA: Jossey-

Bass.

George, E. (2006). Positioning higher education for the knowledge based economy. Higher Education,

*52*(4), 589-610. doi:10.1007/s10734-005-0955-0

Goedegebuure, L., & Hayden, M. (2007). Overview: Governance in higher education—concepts and

issues. *Higher Education Research & Development*, *26*(1), 1-11.

doi:10.1080/07294360601166778

Gunsalus, C. K. (2006). *The college administrator’s survival guide*. Cambridge, MA: Harvard University Press.

Jayasuriya, K. (2010). Learning by the market: Regulatory regionalism, Bologna, and accountability

communities. *Globalization, Societies & Education*, *8*(1), 7-22.

doi:10.1080/14767720903574009

Ka Ho, M., & Cheung, A. L. (2011). Global aspirations and strategizing for world-class status: New form

of politics in higher education governance in Hong Kong. *Journal Of Higher Education Policy &*

*Management*, *33*(3), 231-251. doi:10.1080/1360080X.2011.564998

Li, W. (2010). Higher education governance and university autonomy in China. *Globalization, Societies*

*& Education*, *8*(4), 477-495. doi:10.1080/14767724.2010.537942

McCaffery, P. (2010). *The higher education manager’s handbook* (2nd ed.). New York, NY: Routledge

McClellan, G. S., & Stringer, J. (2009).  *The handbook of student affairs administration*   (3rd ed.). San

Francisco, CA: Jossey-Bass.

McLendon, M. K., & Hearn, J. C. (2006). Mandated Openness in Public Higher Education: A Field Study

of State Sunshine Laws and Institutional Governance. *Journal Of Higher Education, 77*(4), 645-

683.

McLendon, M. K., Mokher, C. G., & Flores, S. M. (2011). Legislative agenda setting for in-state

Resident Tuition Policies: Immigration, Representation, and Educational Access. *American*

*Journal Of Education, 117*(4), 563-602.

Morrill, R. L. (2010). *Strategic Leadership: Integrating strategy and leadership in colleges and*

*universities* *(Ace/Praeger Series on Higher Education)*. New York, NY: Rowman & Littlefield

Publishers.

Mortimer, K. P., & O’Brien Sathre, C. (2010). *The art and politics of academic governance: Relations*

*among boards, presidents, and faculty (Ace/Praeger Series on Higher Education).* New York,

NY: Rowman & Littlefield Publishers.

Robertson, S. L. (2010). The EU, 'regulatory state regionalism' and new modes of higher education

governance. *Globalization, Societies & Education, 8*(1), 23-37.

doi:10.1080/14767720903574033

Searching for cures. (2005). *ASHE Higher Education Report, 30*(6), 63-73.

SIthigh, D. (2006). Student contributions to academic values. *Higher Education In Europe*, *31*(4), 409-

413. doi:10.1080/03797720701303673

Thelin, J. R. (2004). *A history of American higher education* (2nd ed.). Baltimore, MD: Johns Hopkins

University Press.

Toma-Bianov, A. A., & CrĂciun, N. N. (2010). *The Bologna Process and Its Perspectives*. Bulletin of

The Transylvania University Of Brasov. Series VII: Social Sciences. Law, (52), 239-242.

Vaughan, D. (1996) *The challenger launch decision: Risky technology, culture, and deviance at NASA*. Chicago, IL: University of Chicago Press.

Volkwein, J. J., & Tandberg, D. (2008). Measuring up: Examining the connections among state structural

characteristics, regulatory practices, and performance. *Research In Higher Education, 49*(2),

180-197. doi:10.1007/s11162-007-9066-3

Watson, D. (2012). Who runs our universities?. *Perspectives: Policy & Practice In Higher Education*,

*16*(2), 41-45. doi:10.1080/13603108.2011.652987

Wechsler, Harold S., Goodchild, Lester F., & Eisenmann, Linda (2007).  The history of higher education.  Third edition.

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and    non-discriminatory learning environment.  It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding [Special Accommodations](http://www.uww.edu/StdRsces/csd/academic_index.php), [Academic Misconduct](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct), [Religious Beliefs Accommodation](http://www.uww.edu/Catalog/02-04/Legal/legal5.html), [Discrimination](http://www.uww.edu/Catalog/02-04/Legal/legal6.html) and [Absence for University Sponsored Events](http://www.uww.edu/Catalog/02-04/Legal/legal1.html#Misconduct) (for details please refer to the Schedule of Classes; the [“](http://www.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html)[Rights and Responsibilities](http://www.uww.edu/Catalog/02-04/Legal/Legal1.html)[”](http://www.uww.edu/www.uww.edu/Catalog/02-04/Legal/Legal1.html) section of the [Undergraduate Catalog](http://www.uww.edu/Catalog); [the Academic Requirements](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#academicinformation) and Policies and the [Facilities and Services](http://www.uww.edu/gradstudies/catalog0608/Gradpolicies.php#facilitiesandservices) sections of the [Graduate Catalog](http://www.uww.edu/gradstudies/catalog0608/gradcat0608.php); and the “[Student Academic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html) (UWS Chapter 14); and the “[Student Nonacademic Disciplinary Procedures](http://www.uww.edu/stdhdbk/uwsystem.html)" (UWS Chapter 17).

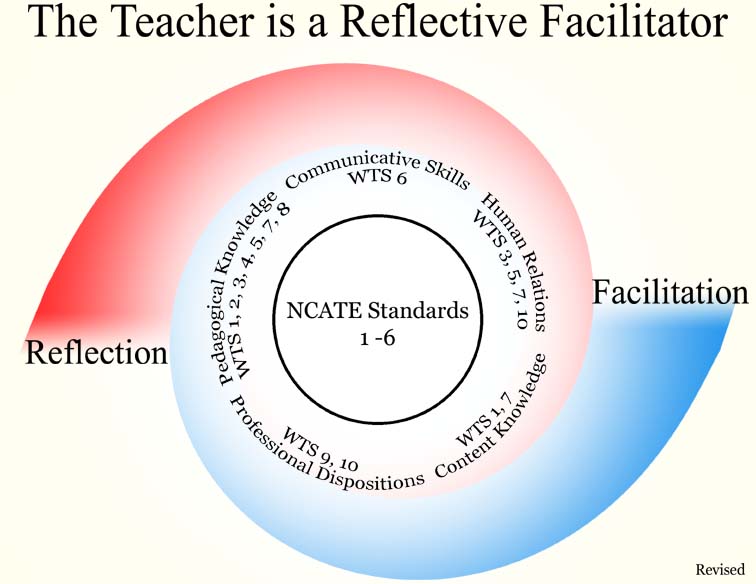
**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

University of Wisconsin – Whitewater

College of Education and Professional Studies

## The Organization and Governance of Higher Education

## HELEAD729



**Instructor**: Dr. Richard Mason

**Office:** Winther Hall, Room 4051

**Email:**  masonr@uww.edu

**Office Phone**: 1-262-472-4891

**Office Hours**: To Be Determined

**Course Description:**

Colleges and universities have an important societal role now and have had for many centuries. It is important that those who wish to pursue careers in higher educational administration understand and appreciate the traditions, goals, mission and organization of that structure. The goal of this course is to introduce students to college and university administration, to encourage analysis of segments within these institutions and to gain an appreciation of the role various elements play within these complex organizations. The outcome should be that the student would be cognizant of the myriad of issues involved within the administration of colleges and universities.

**Required Readings/Subscription:**

Books and readings provided by the instruction and students. In addition, each student must subscribe to the *Chronicle of Higher Education*.

McClellan, George S., & Stringer and Associates (2009). *The handbook of student affairs administration. Third edition.*

Cohen, Arthur M., & Kisker, Carrie B. (2010). *The shaping of American higher education emergence and growth of the contemporary system. Second edition*.

Christensen, Clayton M., & Eyring, Henry J. (2011). *The innovative university changing the DNA of higher education from the inside out.*

Wechsler, Harold S., Goodchild, Lester F., & Eisenmann, Linda (2007). *The history of higher education. Third edition.*

**Course Objectives:**

**The student will:**

* Gain an understanding of and appreciation for the factors that makes colleges and universities complex and different.
* Acquire knowledge of the organization and structure within colleges and universities.
* Discern the complex issues facing contemporary colleges and universities
* Gain an appreciation of campus climate, culture and community.
* Be able to think critically about challenges and issues facing colleges and universities.
* Develop an understanding of the key administrative roles and functions within colleges and universities and the strategies that contributes to organizational efficiency and effectiveness.
* Obtain an ability to relate major organizational concepts to the internal governance of colleges and universities and apply these concepts to specific administrative issues or topics.

**Student Outcomes:**

- To develop or enhance your voice and opinions related to higher education.

- To define and refine issues, offer alternatives and accept diverse ideas and solutions regarding higher education challenges.

- To become an engaged participant in meaningful class, community, and social discussions related to higher education topics.

## UWW & UWS Policies Statements:

The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduate and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events. (For details please refer to the Undergraduate and Graduate Timetables; the “Rights and Responsibilities” section of the Undergraduate Bulletin; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Bulletin; and the “Student Academic Disciplinary Procedures” [UWS Chapter 14]; and the “Student Nonacademic Disciplinary Procedures” [UWS Chapter 17].

**Course Expectations and Guidelines:**

Successful completion of all assignments is necessary to fulfill requirements of this course. Due dates and expectations for course assignments will be provided. All written assignments should be double-spaced and written in paragraph format using a 12 pt. font. Each of the written assignments should be prepared and submitted in accordance with the standards of the American Psychological Association (APA), 6th edition. The headings, text references and lists of references in your submitted papers should comply with the APA style. There will be four case studies required during the term (two pages maximum). A culminating paper addressing ideas formulated toward a specific issue, topic, or concern facing colleges and universities (10 pages maximum) is required. There will also be one group presentation required with both sides of an issue or problem being addressed by members of the group.

**Major Assignments:**

1. Attendance and Participation – Class attendance and participation is vital to success in our class. Class discussion and learning from your colleagues is a major component of this class and development of an open source site.
2. Case Studies – You will be required to complete four case studies (two page maximum) on specific topics discussed in class.
3. Class Presentation – Your group class presentation will focus on both sides of an issue presented in class.
4. Final Paper – Your final paper will address ideas formulated in class toward a specific issue, topic, or concern facing colleges and universities.

Your final grade will be determined using the following guidelines:

Class Participation (Attendance), Presentation, and Involvement with Open Source Site = 40%

Case Studies = 30%

Final Paper = 30%

The following grading scale applies:

94-100 = A

87-93 = A/B

80 – 86 = B

73-79 = B/C

72 or < = C

**Weekly Course Outline (subject to change)**

Week 1 Introduction, syllabus, grading. College and university organization and differentiated approaches to administration.

Week 2 Role of governing boards.

Week 3 Administrative issues/problems/concerns facing colleges and universities.

Week 4 Professional training and certification – curriculum issues.

Week 5 Curriculum, shared governance and academic freedom.

Week 6 Academic affairs.

Week 7 Non-traditional students, programmatic implications and administrative challenges.

Week 8 Technology issues in both academic and broader administrative units.

Week 9 Student affairs.

Week 10 Financing colleges and universities; student finance issues.

Week 11 Professional degree and certification – graduate and professional schools.

Week 12 Development and public affairs – fund raising, institutional support and development

Week 13 Community colleges, technical training and extra curricular activities in colleges and universities.

Week 14 Group Presentations

Week 15 Group Presentations

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