

Eastern Illinois University  
**REVISED COURSE PROPOSAL CSD 5750**  
**Governance and Finance in Higher Education**

Please check one: ☐ New course ☒ Revised course

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: CSD 5750
2. Title (may not exceed 30 characters, including spaces): Governance and Fin in High Ed
3. Long title, if any: Governance and Finance in Higher Education
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: 3-0-3
5. Term(s) to be offered: ☐ Fall ☒ Spring ☐ Summer ☐ On demand
6. Initial term of offering: Fall ☒ Spring ☐ Summer Year: 2014

7. Course description:

This course is designed to acquaint future student affairs professionals with governance, administrative, financial, and budgetary information, and activities relevant to the operation of institutions of higher education. Emphasis will be placed on developing budgeting and planning skills to be used in administrative positions.

8. Registration restrictions:

a. Equivalent courses

- Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course). None
- Indicate whether coding should be added to Banner to restrict students from registering for the equivalent course(s) of this course. \_\_\_ Yes X No

b. Prerequisite(s):

- Identify the prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
- Indicate whether coding should be added to Banner to prevent students from registering for this course if they haven't successfully completed the prerequisite course(s).  
\_\_\_ Yes X No

If yes, identify the minimum grade requirement and any equivalent courses for each prerequisite course:

c. Who can waive the prerequisite(s)?

\_\_\_ No one \_\_\_ Chair \_\_\_ Instructor \_\_\_ Advisor \_\_\_ Other (Please specify)

d. Co-requisites (course(s) which MUST be taken concurrently with this one): None

e. Repeat status: X Course may not be repeated.

\_\_\_ Course may be repeated once with credit.

Please also specify the limit (if any) on hours which may be applied to a major or minor.

**f. Degree, college, major(s), level, or class** to which registration in the course is restricted, if any:  
Courses numbered 5540 and above are open only to students who have been admitted to the Department of Counseling and Student Development or who have permission of the Department Chair.

**g. Degree, college, major(s), level, or class** to be excluded from the course, if any:  
**Undergraduates**

**9. Special course attributes:** **None**

**10. Grading methods** (check all that apply): ☒ **Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC  
("Standard letter"—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)

**Please check any special grading provision that applies to this course:**

☐ The grade for this course will not count in a student's grade point average.

☐ The credit for this course will not count in hours towards graduation.

**If the student already has credit for or is registered in an equivalent or mutually exclusive course, check any that apply:**

☐ The grade for this course will be removed from the student's grade point average if he/she already has credit for or is registered in  (insert course prefix and number).

☐ Credit hours for this course will be removed from a student's hours towards graduation if he/she already has credit for or is registered in  (insert course prefix and number).

**11. Instructional delivery method:** (Check all that apply.)

☒ lecture ☐ lab ☐ lecture/lab combined ☐ independent study/research

☐ internship ☐ performance ☐ practicum or clinical ☐ study abroad

☐ Internet ☐ hybrid ☐ other (Please specify)

## **PART II: ASSURANCE OF STUDENT LEARNING**

**1. List the student learning objectives of this course:**

- a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:**
- EIU graduates will write and speak effectively.
  - EIU graduates will think critically.
  - EIU graduates will function as responsible citizens.

Through readings, lecture, assignments and active class participation, students will

- a. explore and discuss the system used to govern or coordinate systems of higher education including public, private, for-profit and community colleges including the role of state and federal government.
- b. explore and discuss the governance systems that exist within higher education for faculty, staff and students.
- c. analyze how policy is developed in one's department, institution, as well as state and federal levels of government.
- d. identify the major policy makers who influence one's professional practice at the institutional, state, and federal levels of government
- e. identify the internal and external special interest groups that influence policy makers at the department, institution, state, and federal level.
- f. discuss the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality.
- g. practice basic accounting techniques for budgeting, monitoring and processing expenditures.
- h. demonstrate effective stewardship/use of resources (i.e., financial, human, material).
- i. discuss the role alliances play in the completion of goals and work assignments.
- j. recognize how networks in organizations play a role in how work gets done.
- k. explore and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.
- l. identify key stakeholders and those with diverse perspectives to make informed decisions.
- m. demonstrate appropriate use of facility management procedures as related to operating a facility.

**b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:**

Learning Goals	Objectives
• Depth of content knowledge	a – f, i, l, k
• Effective critical thinking and problem solving	g, h, m
• Effective oral and written communication	a - c, h - k
• Advanced scholarship through research or creative activity	

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

a. explore and discuss the system used to govern or coordinate systems of higher education, including community college, for-profit, private including the role of state and federal government.	Group Project; Final Exam
b. explore and discuss the governance systems that exist within higher education for faculty, staff and students.	Group Project; Final Exam
c. analyze how policy is developed in one's department, institution, as well as state and federal levels of government.	Administrative paper; Finance case study

d. identify the major policy makers who influence one's professional practice at the institutional, state, and federal levels of government.	Administrative paper
e. identify the internal and external special interest groups that influence policy makers at the department, institution, state, and federal level.	Administrative paper; Finance case study
f. discuss the public debates surrounding the major policy issues in higher education, including access, affordability, accountability, and quality.	Chronicle Reaction Paper
g. practice basic accounting techniques for budgeting, monitoring and processing expenditures.	Finance Case Study; Final Exam
h. demonstrate effective stewardship/use of resources (i.e., financial, human, material).	Administrative paper; Group Project
i. discuss the role alliances play in the completion of goals and work assignments.	Finance Case Study
j. recognize how networks in organizations play a role in how work gets done.	Group Project; Administrative paper, Finance case study
k. explore and use referral sources (e.g., other offices, outside agencies, knowledge sources), and exhibit referral skills in seeking expert assistance.	Administrative paper; Finance case study; group project
l. identify key stakeholders and those with diverse perspectives to make informed decisions.	Chronicle reaction paper
m. Demonstrate appropriate use of facility management procedures as related to operating a facility.	Administrative paper

- **Class Participation (10%)**

Students will be expected to contribute actively and positively to the class discussion. Actively engaging in discussion about ideas and concepts is one means of learning new material. Participation in the class is designed to help students develop verbal and listening skills by encouraging active involvement in the learning process.

- **Group Project & Presentation (20%)**

Students will be assigned to groups of three –five people to develop a project that will identify program need and offer recommendations. Groups will complete a 5-7 page APA style paper on the project and present the findings to class using PowerPoint and handouts.

- **Administrative Paper (20%)**

Students will be required to write a 10 page paper on the establishment of a new CSA division within a hypothetical university. Papers must include a description of the department including job descriptions, organizational chart and the most cost-effective budget.

- **Finance Case Study (20%)**

Students will be placed in groups and will be responsible for presenting a case assigned by the instructor. This case study presentation must include relevant facts and problems associated with the case and researched solutions (minimum of 10 references).

- **Chronicle of Higher Education Article Reaction Paper (10%)**

Student will review and write a one page reaction on seven different articles from the Chronicle of Higher Education.

- **Final Exam (20% each)**

There will be a final exam on the material presented in class.

**3. Explain how the instructor will determine students' grades for the course:**

Grades will be based on the following criteria:

Class Participation	10%
Group Project and Presentation	20%
Administrative paper	20%
Finance Case Study	20%
Chron. of Higher Ed. Article Reaction paper	10%
Final Exam	<u>20%</u>
Total	100%

**4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:**

N/A

- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
- Describe how the integrity of student work will be assured:
- Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):

**5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include: N/A**

- course objectives;
- projects that require application and analysis of the course content; and
- separate methods of evaluation for undergraduate and graduate students.

**6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. N/A**

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

**Outline of the Course: 15 weeks of 150 minutes in class meetings.**

<b>Week</b>	<b>Lecture Topic</b>
1	Introduction to Course
2	Governance Systems: Public and Private
3	Policy Development and Policy Makers
4	Special Interest Groups and Policy Issue Debates
5	Accounting Practices
6	Budgets; General Revenue, Bond Revenue, Federal and Local Accounts
7	Effective Stewardship Practices; Importance of Private Fundraising
8	Use of Networking and Role Alliance in Completing Tasks
9	Referral Resources and Use of Stakeholders Role in Decision Making
10	Decision Making; Case studies
11	Facility Management Practices
12	Case Studies
13	Field Trip (Springfield)
14	Formal Presentations
15	Formal Presentations

#### **PART IV: PURPOSE AND NEED**

**1. Explain the department's rationale for developing and proposing the course.**

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in the American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment. N/A
- b. If the course or some sections of the course may be technology delivered, explain why. N/A

**2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.**

This is a required course for the M.S. in College Student Affairs. It is also a competency covered in American College Personnel Association (ACPA) and the National Association of Student Personnel Administrators (NASPA) Professional Competencies.

**3. If the course is similar to an existing course or courses, justify its development and offering.**

- a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal. None at graduate level
- b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

**4. Impact on Program(s):**

- a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
- b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

Required for graduate students admitted to M.S. in College Student Affairs.

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted. N/A

**PART V: IMPLEMENTATION**

**1. Faculty member(s) to whom the course may be assigned:**

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

Qualified Graduate Faculty in the Department of Counseling and Student Development.

**2. Additional costs to students:**

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

No additional costs to students.

**3. Text and supplementary materials to be used (Include publication dates):**

Barr, Margaret J. (2002). Academic administrators guide to budgets and financial management. San Francisco: Jossey- Bass.

Additional Readings as Assigned.

**PART VI: COMMUNITY COLLEGE TRANSFER**

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will not be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

N/A

**PART VII: APPROVALS**

Date approved by the department or school: 1/23/13

Date approved by the college curriculum committee: 2/25/13

**Date approved by the Honors Council (*if this is an honors course*):**

**Date approved by CAA:**

**CGS:**

\*In writing-active courses, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In writing-intensive courses, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In writing-centered courses (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

**Student  
Success  
Center**

<http://www.eiu.edu/~success/>

**581-6696**



<http://www.eiu.edu/~counsctr/>

**581-3413**

**Career  
Services**

<http://www.eiu.edu/~careers/>

**581-2412**

**Disability  
Services**

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**581-6583**