

Eastern Illinois University
Revised Course Proposal

Banner/Catalog Information (Coversheet)

1. ☐ New Course or ☒ Revision of Existing Course
2. Course prefix and number: CSD 5750
3. Short title: Governance and Finance
4. Long title: Governance and Finance in Higher Education
5. Hours per week: 3 Class ☐ Lab 3 Credit
6. Terms: ☐ Fall ☒ Spring ☐ Summer ☒ On demand
7. Initial term: ☐ Fall ☒ Spring ☐ Summer Year: 2020
8. **Catalog 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.
9. **Course attributes:**
General education component: None.
☐ Cultural diversity ☐ Honors ☐ Writing centered ☐ Writing intensive
☐ Writing active
10. **Instructional delivery**
Type of Course:
☒ Lecture ☐ Lab ☐ Lecture/lab combined ☐ Independent study/research
☐ Internship ☐ Performance ☐ Practicum/clinical ☐ Other, specify: _____
Mode(s) of Delivery:
☒ Face to Face ☒ Online ☐ Study Abroad
☐ Hybrid, specify approximate amount of on-line and face-to-face instruction (60/40)
11. **Course(s) to be deleted from the catalog once this course is approved.** None.
12. **Equivalent course(s):** None.
a. Are students allowed to take equivalent course(s) for credit? ☐ Yes ☐ No
13. **Prerequisite(s):** None.
a. Can prerequisite be taken concurrently? ☐ Yes ☐ No
b. Minimum grade required for the prerequisite course(s)? ☐
c. Use Banner coding to enforce prerequisite course(s)? ☐ Yes ☐ No
d. Who may waive prerequisite(s)?
☐ No one ☐ Chair ☐ Instructor ☐ Advisor ☐ Other (specify)
14. **Co-requisite(s):** None.

15. Enrollment restrictions

- a. Degrees, colleges, majors, levels, classes which may take the course: EIU Graduate Student
- b. Degrees, colleges, majors, levels, classes which may not take the course: EIU Undergraduate Student

16. Repeat status: x May not be repeated ___ May be repeated once with credit

17. Enter the limit, if any, on hours which may be applied to a major or minor: ___

18. Grading methods: x Standard ___ CR/NC ___ Audit ___ ABC/NC

19. Special grading provisions:

- ___ Grade for course will not count in a student's grade point average.
- ___ Grade for course will not count in hours toward graduation.
- ___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____
- ___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

20. Additional costs to students: None.

Supplemental Materials or Software _____

Course Fee ___ No ___ Yes, Explain if yes _____

21. Community college transfer: None.

- ___ A community college course may be judged equivalent.
- ___ A community college may not be judged equivalent.
- Note: Upper division credit (3000+) will not be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. x Course is required for the major(s) of College Students Affairs

___ Course is required for the minor(s) of _____

___ Course is required for the certificate program(s) of _____

___ Course is used as an elective

2. **Rationale for proposal:** To meet the current professional student affairs competencies as set by the American College Personnel Association (ACPA) and NASPA (Student Affairs Administrators in Higher Education).

3. **Justifications for (answer N/A if not applicable)**

Similarity to other courses: n/a

Prerequisites: n/a

Co-requisites: n/a

Enrollment restrictions: 5500 and above level graduate course

Writing active, intensive, centered: n/a

4. General education assurances (answer N/A if not applicable)

General education component: n/a

Curriculum: n/a

Instruction: n/a

Assessment: n/a

5. Online/Hybrid delivery justification & assurances (answer N/A if not applicable)

Online or hybrid delivery justification: A hybrid version of this course will provide greater scheduling and delivery flexibility for the instructor and students, especially for students completing hours for internship. There has been an increased interest from students to have the CSD department offer a hybrid format. The online version is necessary to provide the online program in Administration in H. E. & Community College option.

Instruction: Whether individual instruction (hybrid) or the course is delivered online, asynchronous learning activities will be utilized, such as small group and student/instructor web conferencing, video lectures, posted readings, drop box assignments, threaded discussions, and quizzes/exams. All instructors who teach this course in an online format will have completed the EIU OCDi training or equivalent.

Integrity: Written assignments will be subjected to originality checking software (e.g. Turnitin), and students will need to log into an online course management system (e.g. D2L) using network passwords to access reading, threaded discussions, quizzes and exams. If preferred, quizzes will be delivered with time constraints through a “lock down” browser that restricts simultaneous web browsing (e.g. Respondus).

Interaction: The instructor and students will communicate through various social media, email, and web conferencing software (e.g. – Illuminate, Skype, or FaceTime), along with discussion boards and chat functions available through online course management software (e.g. D2L).

Model Syllabus (Part II)

Please include the following information:

1. Course number and title

a. CSD 5750 Governance and Finance in Higher Education

2. Catalog 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.

3. Learning objectives.

Graduate Learning Goals
1- Depth of content knowledge
2 - Effective written and oral communication
3- Effective critical thinking and problem solving
4- Advanced scholarship through research or creative activity

Course Objectives	Graduate Learning Goals
a) Describe the systems used to govern public, private, and for-profit institutions of all types (two-year, four-year, graduate, professional, vocational, etc.) in one's state/province and nation. (LPG)	1, 2
b) Identify major internal and external stakeholders, policymakers, and special interest groups who influence policy at the national, state/provincial, local, and institutional levels. (LPG)	1, 2, 3
c) Describe the governance systems at one's institution including the governance structures for faculty, student affairs professionals, staff, and students. (LPG)	1, 2
d) Describe how policy is developed and implemented in one's department and institution, as well as the local, state/province, and national levels of government. (LPG)	1, 2, 3
e) Identify institutional traditions, mores, and organizational structures (e.g., hierarchy, networks, governing groups, technological resources, nature of power, policies, goals, agendas and resource allocation processes) and how they influence others to act in the organization. (LEAD)	1, 2, 3
f) Understand campus cultures (e.g. academic, student, professorial, administrative) and apply that understanding to one's work. (LEAD)	1, 2, 3
g) Articulate the logic and impact of decisions on groups of people, institutional structures (e.g. divisions, departments), and implications for practice. (LEAD)	1, 2, 3
h) Demonstrate effective stewardship/use of resources (i.e., financial, human, material) (OHR)	1, 2, 3
i) Recognize how networks in organizations play a role in how work gets accomplished. (OHR)	1, 2, 3
j) Articulate basic institutional accounting techniques for budgeting as well as monitoring and processing revenue and expenditures. (OHR)	1, 2, 3
k) Effectively and appropriately use facilities management procedures as related to operating a facility or program in a facility. (OHR)	1, 3
l) Describe the roles of faculty, academic affairs, and student affairs educators in the institution. (VPH)	1, 2, 3

4. Course materials.

Barr, M.J. & McLennan, G. S. (2012). Budgets and Financial Management in Higher Education. San Francisco, CA: Jossey-Bass.

Birnbaum, (1988). How College Works. San Francisco, CA: Jossey-Bass.

Hodson, J.B, Speck, B.W. (Eds.). (2010) Perspectives on Fundraising (New Directions

for Higher Education No 149). San Francisco, CA: Jossey-Bass.

5. Weekly outline of content.

Week	Theory/Activity	Length of Class	Reading
1	Intro, Terms, General Topics	150 Minutes	
2	Problems of Governance, Management & Leadership; Thinking in Systems & Circles;	150 Minutes	Ch. 1 & 2 in Birnbaum
3	Making Decisions & Making Sense	150 Minutes	Ch. 3 in Birnbaum
4	Foundations, Leadership, and challenges for Fundraising	150 Minutes	Ch. 1-4 in New Directions
5	Partnerships, Systems, and creating a developmental staff.	150 Minutes	Ch. 5-9 in New Directions
6	Partnerships, Systems, and creating a developmental staff cont...	150 Minutes	Ch. 5-9 in New Directions
7	The Collegial Institution; The Bureaucratic Institution	150 Minutes	Ch. 4 & 5 in Birnbaum
8	The Political Institution; The Anarchical Institution	150 Minutes	Ch. 6 & 7 in Birnbaum
9	The Cybernetic Institution; Effective Management of Cybernetic Instit.	150 Minutes	Ch. 8 in Birnbaum
10	The Cybernetic Institution cont...	150 Minutes	Ch. 9 in Birnbaum
11	Fiscal Context & Role of the Budget Manager; Primary elements of a Budget	150 Minutes	Ch. 1-2 in Barr
12	Understanding Budgets	150 Minutes	Ch. 3 in Barr
13	Management of the Budget Cycle - Guest Speaker	150 Minutes	Ch. 4 in Barr
14	Auxiliary & Capital Budgets; Guest Speaker	150 Minutes	Ch. 5 in Barr
15	Problems & Pitfalls in Budget Management	150 Minutes	Ch. 6 in Barr

16	Managing Budget Fluctuations	150 Minutes	Ch. 7 in Barr
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6. Assignments and evaluation, including weights for final course grade.

Assignment	Weight (%)
Attendance/Participation	5%
BOT Meeting	5%
Team Teaching	20%
Organizational Chart Analysis	20%
Developmental Projects - 2	40%
Article Reviews - 5	10%

Attendance/participation: Students are expected to contribute actively and positively to the class discussion. Because students are responsible for their own learning, involvement in the class discussions are critical to the overall success of each student.

Article reviews: Select and review articles from a higher education periodical or publication (not sponsored research) regarding Budgets/Finance, Development/Fundraising, or Organizational Dynamics. Articles should be specific to Student Affairs. Student will write a 1-2 page summary of the article explaining the issue/topic, recommendations of author, and a personal evaluation/reaction to the article.

BOT meeting: Attend one EIU Board of Trustees Meeting. Read materials prior to the BOT meeting at <http://www.eiu.edu/trustees/about.php> Write a 1-2 page summary of your impressions/thoughts about the meeting and the issues addressed. **DRESS APPROPRIATELY**

Team teaching: In assigned groups, you will be required to teach a chapter of the *How Colleges Work* text by Robert Birnbaum. Your team will have 60 minutes to present information covered by the chapter. This includes ancillary information, additional readings (must be assigned at least 1 week prior to class), class exercises, and lecture. Presentations should present sufficient mastery of the material to educate classmates fully on the topic(s). Teams will present on: The Collegial Institution (Chapter 4), The Bureaucratic Institution (Chapter 5), The Political Institution (Chapter 6), the Anarchical Institution (Chapter 7), and the Cybernetic Institution (Chapter 8).

Organizational chart analysis: You are to select three institutions that you are either (1) currently planning to apply to, (2) have currently applied to, or (3) Will apply to when and if they post a position. You are to review the departmental and divisional organizational charts for the position you are interested in and provide a critical analysis of the strengths, weaknesses, concerns, and opportunities that you are able to perceive based on your study. You may look at additional campus information (website, social media, print publications, etc.) to provide greater insight. You should also identify five (5) questions for each institution that you have for interview teams/personnel regarding the organization, governance, or budgets of the

department/division. Questions should be unique to each institution and reflective of the unique information you found.

Developmental projects: Team Project. Four groups will be selected who will identified as the Development Team for your campus' Division of Student Affairs. Select the office each member will represent. As a group, you are to create a list of development needs for your division ranging from \$5,000 - \$100,000 that you will have ready for potential donors. Teams should have a mix of proposals that cover different donation amounts and interest areas. Projects may be for individual offices, programs, or collaborations among multiple offices. Teams will turn in a packet of the proposals. (HINT: Talk to your counterparts here at EIU (or at other institutions) to get ideas for potential projects/needs.

7. Grading scale.

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%

D = 60% - 69%

F = below 59%

8. Correlation of learning objectives to assignments and evaluation.

Assignments and Evaluation	Course Objectives
Attendance/Participation	a, b, c, d, e, f, g, h, i, j, k, l
BOT Meeting	b, c, d, f, i
Team Teaching	e, g, l
Organizational Chart Analysis	a, b, c, d, e, f, g, i, l
Developmental Projects	f, h, j
Article Reviews	a, b, e, g, i, k, l

Date approved by the department or school: 4/11/18

Date approved by the college curriculum committee: 4/23/18

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

Date approved by CAA: CGS: May 1, 2018