

School of Business and Nonprofit Management

Course Syllabus

Course: SBNM 5740: Principles of Higher Education Administration

Academic Year: 2012/13 **Semester/Quad:** Spring Quad A 2013

Credit Hours: 2 Semester Credit Hours

Prerequisites: *None*

Instructor: Dr. Darryl D. Todd, Adjunct Professor
School of Business and Nonprofit Management

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Email: ddtodd@northpark.edu

Availability:

Office Hours: (by appointment only)

Contact by email is highly encouraged and the most effective form of communication. Please contact me by telephone if you need to schedule a face to face appointment

I will be online in the course on Monday, Wednesday, Saturday, and Sunday from 7-9 pm. I will also login to the course on an unscheduled basis.

Office Location: Classroom: Online

Schedule: January 14, 2013 through March 4, 2013

Course Description:

As a graduate level course that is the first in a series, this course introduces the student to a variety of topics essential to administrative practice in higher education. It provides a basic introduction to the administration of colleges and universities, including role and purpose of various functions and departments, major organizational participants (i.e. faculty, students, administration, and governing boards).

Introductory Comments:

Higher education is many things to many people, and in this class, we will explore the **evolution of higher education**, from an institution seen as a private benefit for a few and a public good to a multi-billion dollar industry that impacts the U.S. economy and provides access and opportunity to a great many people. You will gain a familiarity with the higher education literature, and through our online discussions, explore some of the enduring questions and recurring controversies surrounding higher education. You will develop insights about the **sociological, political, and economic contexts** in which higher education operates, the myriad of **participants, administrative practices**, and begin your exploration of **leadership and service** careers in the field.

Course Materials:

REQUIRED

Textbook(s): ***American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges***. 3rd ed. Philip G. Altbach, Patricia J. Gumpert, and Robert O. Berdahl, Editors. Baltimore, MD: The Johns Hopkins University Press, 2011.

Articles:

The Chronicle of Higher Education--As one of the most widely read publications by higher education professionals, I expect students to read it on a weekly basis. The North Park University library subscribes to *The Chronicle*. Students can use their NPU login information to access through the NPU library. You may subscribe to it on a student basis or introductory basis (reduced rate) if you wish. This publication is also a premium source of information related to job openings in institutions of higher education across the country.

Articles/Cases: I will also post articles and case studies that highlight challenges facing higher education administrators. These will require a written response from you. More information about these can be found in the middle of the opening page of the Moodle course site—click on the triangle for each Weekly Topics and Assignments.

Essential IDEA Objectives:

1. State factual knowledge (terminology, classifications, methods, trends).
2. Comprehend fundamental principles, generalizations, or theories.
3. Analyze and critically evaluate ideas, arguments, and points of view.

Specific Course Objectives:

1. **Through readings, discussion, case study, a career analysis project, and a reflective paper, students will learn about:** The evolution of higher education—tracing roots from medieval classical studies to English traditions to the founding of Harvard to the present. In this section, we will explore the history, mission, goals and purposes of higher education; the diversity of institutional types; and selected curricular reform movements within higher education.
By the end of the course, students should be able to:
 - Discuss the origins, diversity, scope, and missions of colleges and universities in the United States and give examples of how these factors continue to influence the evolution of higher education today;
 - Compare and contrast the different forms of organization and sectors within higher education and to explain how each meets societal needs;
 - Explain the driving forces underlying selected curricular reform movements.
2. **The sociological, political, and economic contexts for its operation**--Higher education shapes and is shaped by societal demands, political climate, and economic realities. In this section, we will explore how key political events, changes in demography, funding of higher education and the recent accountability movement affect current operations of higher education.
By the end of this course, students should be able to:
 - Describe the formation and import of several key federal and state legislative acts that affect higher education;

- Track how changes in demography have led to changes in higher education;
- Analyze different institutional and student funding patterns for higher education and suggest implications; Describe the intended/unintended consequences of the accountability movement.
- 3. **The Participants**—board of trustees, students, parents, alumni, faculty, staff, administrators and their roles and functions have changed over time and yet we see recurring themes and controversies emerge about their participation and how they enact their roles.
By the end of the course, students should be able to:
 - Develop a grounded perspective that considers changing higher education stakeholder or constituent roles and expectations and the influences these exert.
- 4. **Administrative practice**—leadership and service careers in higher education. Effective leadership is appropriate for its time and place. How do we judge what is appropriate or effective leadership? How can we best serve? Together, the instructor and students will explore how administrative structures have changed to reflect challenges of the day and explore administrative roles and theoretical leadership perspectives that inform higher education leadership practice today as well as examine selected careers within higher education.
By the end of the course, students should be able to:
 - Explain selected leadership theories or models that inform administrative practice;
 - Describe generally the development of various administrative roles on campus and to delve more deeply into the role and associated responsibilities, challenges and connections of a particular position of the student’s choice

Course Methodology:

Taking an online course in seven weeks can be intensive in that there is considerable reading each week as well as class discussions of the readings and corollary assignments. To pass this course, you must complete the assigned readings and participate fully in the class discussions and other assignments as outlined each week. Class discussion should draw directly from the readings and student posts should incorporate important points from the readings to receive maximum points.

Computer Requirements:

In order to effectively participate in and successfully complete this course, each participant will need to have access to a computer and a high-speed internet connection. Please visit <http://www.northpark.edu/Campus-Life-and-Services/Information-Technology/Network/Minimum-Requirements> for information on computer requirements.

Schedule of Weekly Assignments:

WK	Date	Topics/Sub-Topics	Required Weekly Readings
1	1/14-1/21	<p>Evolution of Higher Education: history, mission, goals, and diversity of institutions</p> <p>* Read Course Syllabus</p> <p>* (1A) On the Participant Introduction link found on the Moodle site, make a personal introduction by Wed, 1/16 at 9 pm & respond to at least four</p>	<p>Altbach, Gumport & Berdahl: pp. 1-68.</p> <p>Web-based Learning Activities: Saleh, A. Lamkikn, M. and Cox, D. —The Role of Higher Education in America: A Spa or Smorgasbord? In Academic Leadership, Vol4, Issue 3, Summer 2006. http://www.academicleadership.org/emprical_research/The_Role_of_Higher_Education_in_America.shtml</p> <p>Links to Carnegie Classification system, http://carnegiefoundation.org/classifications/index.asp</p> <p>Supplementary Learning Resources:</p>

		<p>student postings by Fri, 1/18 at 9 pm.</p> <p>* Begin thinking of a career or position in higher education that you wish to know more about and two people currently employed as such who would be available for interviews. Names, positions, and scheduled dates for interviews are due 1/23. Also begin thinking about a list of questions you would like to ask as part of the Career Research Project.</p> <p>* (1 B) Respond to Moodle questions by Sat, 1/19 at 9 PM and respond to four other postings by Sun, 1/20 at 9 PM.</p>	<p>Additional links to selected major higher education associations. These sites are frequently updated and keep members informed about new research on higher education, impact of legislation, & future conferences.</p> <p>American Council on Education http://www.acenet.edu</p> <p>Association of American Colleges and Universities http://www.aacu.org</p> <p>National Association of Independent Colleges and Universities http://www.naicu.edu</p> <p>Check the variety of links in —Course Information link found in the Moodle course site for additional readings, websites, and supplementary learning resources. You might wish to browse these links for possible ideas for you Career Research Project.</p>
2	1/22-1/28	<p>Evolution of Higher Education: curriculum and curricular reform.</p> <p>* Post responses to Forum questions 2A by Sat, 1/26 at 9 pm and 2B by Sun, 1/27 at 9 pm. Respond to other students' postings by Mon, 1/28 at 9 pm.</p> <p>*In preparation for the coming week, check the case study instructions for —Contested Terrain in the Week 3 Assignments.</p> <p>*Review Career Research Project Instructions —note below due dates for interview logistics and questions.</p>	<p>Altbach, Gumport & Berdahl: pp. 409-432.</p> <p>Web-based Learning Activities:</p> <p>“52 Trends Shaping Tomorrow’s World (2010)”, Marvin J. Cetron and Owen Davies, World Future Society: http://www2.waketech.edu/blogs/futures/files/2010/07/52_Trends_Shaping_Tomorrow-2.pdf</p> <p>“P-20 State Systems Strategies for Access, Movement and Achievement,” PowerPoint Presentation by Hilary Fuhrman, and others: http://www.aacu.org/meetings/annualmeeting/AM09/documents/P-20andStateSystemsPowerPoint.pdf</p> <p>“2010 ACT Report, —The Condition of College and Career Readiness: Class of 2010 (Illinois)” http://www.act.org/news/data/10/pdf/readiness/CCCR_Illinois.pdf?utm_campaign=cccr10&utm_source=state_reports&utm_medium=web</p> <p>“General Education and Institutional Culture: A Case Study in Progress,” by Nan Tonjes. ASHE Annual Meeting Paper, October, 31, 1992. PDF file is available: http://www.eric.ed.gov/PDFS/ED352898.pdf</p>
*	1/23	<p>* Preliminary Interview logistics due today for Career Research Project.</p>	<p>See Moodle or Course Syllabus for instructions.</p>
3	1/29-2/4	<p>Social, Political, and Economic Contexts: Legislation, funding, and demographics, etc.</p>	<p>Altbach, Gumport & Berdahl, Part Two, External Forces, pp. 113-224.</p> <p>Web-based Learning Activities:</p>

		<p>* Interview Questions for Career Research Project due 9 pm Fri, 2/1.</p> <p>* By 9 pm Sat, 2/2, go to the Forum discussion and post your responses to questions regarding your comparison of IPEDS data for at least two institutions of higher education under 3A.</p> <p>* By Sun, 2/3 at 9 pm, post in the Forum 3B, your responses to posted questions.</p> <p>* Respond to other students' postings in 3A and 3B as appropriate via the Db by Mon, 2/4 at 9 pm.</p> <p>* Curricular Case Study due by 9 PM Mon, 2/4.</p>	<p>"Experts Ponder the Future of the American University," Karin Fischer and Ian Wilhelm, Chronicle of Higher education, June 21, 2010. http://chronicle.com/article/Experts-Ponder-the-Future-of/66011/</p> <p>"149 Nonprofit Colleges Fail Education Department Test of Financial Strength" at http://chronicle.com/article/149-Nonprofit-Colleges-Fail/123878/</p> <p>Read or watch the video of President Barack Obama's August 10, 2010 speech on Education and the Economy at the University of Texas (Austin) at http://www.whitehouse.gov/the-press-office/2010/08/09/remarks-president-higher-education-and-economy-university-texas-austin</p> <p>Explore the Illinois Board of Higher Education's web site under the Public Agenda for College and Career Success. Click on the Illinois Public Agenda for College and Career Success--Final Report here</p> <p>http://www.ibhe.org/masterPlanning/materials/070109_PublicAgenda.pdf</p> <p>Go to the NCES web site for the Integrated Postsecondary Educational Data System located at http://nces.ed.gov/ipeds/find_data/exec_peer_summary.asp</p>
4	2/5-2/11	<p>Social, Political, and Economic Contexts: accountability movement.</p> <p>* By Sat, 2/9 at 9 pm, go to the Forum and post your responses to the questions under 4A.</p> <p>* By Sun, 2/10 at 9 pm, go to the Forum and post your responses to the questions under 4B.</p> <p>*3 Respond to other students' postings to 4A and 4B via the Forum discussion by Mon, 2/11 at 9 pm.</p>	<p>Altbach, Gumport & Berdahl: pp. 69-87.</p> <p>Web-based Learning Activities:</p> <p>The following links provide an association context for accreditation standards:</p> <p>The Higher Learning Commission of the North Central Association of Schools and Colleges. http://www.ncahigherlearningcommission.org/</p> <p>The National Council for Accreditation of Teacher Education Programs. http://www.ncate.org/</p> <p>The Council on Higher Education</p> <p>Checkout the SCUP website (Society for College and University Planning) for —Trends in Higher Education at http://www.scup.org</p> <p>Review a few of the —Trends newsletters for 2009 or earlier and form an opinion on SCUP's ability to foresee —future shifts in demographics, economics, environment, global education, learning, politics, and technology.</p> <p>Check other Bb links at ACE, NCA, NCATE, CHEA, and CAS Standards under Course Information folder.</p>
5	2/12-2/18	<p>Participants: College students.</p>	<p>Altbach, Gumport & Berdahl: Part Three, The Academic Community, pp. 254-278; 433-490.</p>

		<p>* If your campus participates in CIRP or NSSE, check your office of Institutional Research for latest results; or check the websites (found in “Campus Information”) for national reports.</p> <p>* Go to the Forum discussion and post your responses under 5A no later than Sat, 2/16 at 9 pm.</p> <p>* In Forum discussion, under 5B, post responses to the provided questions by Sun, 2/17 at 9 pm</p> <p>* Respond to other students' 5A/5B postings via the Forum discussion by Mon, 2/18 at 9 pm.</p>	<p>Web-Based Learning Activities: Explore the website http://www.ctl.mnscu.edu/programs/leaders/newsletter/ctlweeklyupdate4-9-07.pdf for research on what matters most to college students. Review the article about student expectations of their faculty involvements with outside class activities.</p> <p>Browse the article on changing student demographics in University Business by Mary Pat Seurkamp, http://www.universitybusiness.com/viewarticle.aspx?articleid=905</p> <p>Consider the following links to get information regarding student enrollments and experiences in college:</p> <ul style="list-style-type: none"> • Read about student experiences and NSSE (the national survey of student engagement) website at http://nsse.iub.edu/ Review the recent article about NSSE http://www.usatoday.com/news/education/nsse.htm • Look at the following news article on student study habits http://www.boston.com/bostonglobe/ideas/articles/2010/07/04/what_happened_to_studying/?page=full • Reflect on the opinion, “Will Higher Education Be the Next Bubble to Burst?” Chronicle of Higher Education Commentary by Joseph Marr Cronin and Howard E. Horton (May 22, 2009). • Consider community college enrollment trends in the article "Changing Student Demographics: Rising Number of Professional Students." http://www.communitycollegereview.com/articles/75 (Jan. 26, 2009). • Read or view video, "Area Graduates Face Tough, Uncertain Job Market," by Jake Spring, http://www.thesunnews.com/2010/05/09/1464492/long-road-ahead.html
6	2/19-2/25	<p>Participants: The Faculty</p> <p>* With your partner, develop a 6-item instrument that tests the knowledge contained in the readings. By Sat, 2/23 at 9 pm, post your quiz in the Forum discussion section 6A.</p> <p>* Take the quiz of your partner and within small group email your responses via Forum to them (and instructor) for grading.</p>	<p>Altbach, Gumport & Berdahl: pp. 88-110; & 227-253.</p> <p>Web-based Learning Activities: American Association of State Colleges and Universities: —Faculty Trends and Issues,” April 2006. http://www.aascu.org/media/pm/pdf/v3n4.pdf</p> <p>Browse the web site of the American Association of University Professors (AAUP) found at http://www.aaup.org/aaup click on the —Issues in Higher Education Section. This presents a wide range of issues considered important by the nation’s professors.</p> <p>Also read the April 2006 "Faculty Trends and Issues" at the American Association of State Colleges and Universities website at http://www.aascu.org/media/pm/pdf/v3n4.pdf</p>

		<p>Evaluate their quiz and provide feedback within Forum by Sun, 2/24 at 9 pm.</p> <p>* In Forum, address questions under 6B and respond to at least four other students postings by Mon, 2/25 at 9 pm.</p>	<p>Review: http://news.illinois.edu/news/10/0618highered.html for one faculty leader's take on current issues of concern to the professoriate.</p>
7	2/26-3/4	<p>Leadership and Higher Education Careers</p> <p>By Sat, 3/2 at 9 pm post on the Forum discussion under 7A, a brief summary of 3 major ideas that you discovered through your readings and review of course materials related to leadership and higher education careers that you think will impact your administrative practice. Discuss why this is so.</p> <p>By Sun, 3/3 at 9 pm, post on the Discussion Board under 7B, any remaining questions you might have about the two assignments that are due Mon, 3/4 by 9 pm (i.e. final career research project and the final reflection paper).</p> <p>Check under course documents for a full description of these assignments, instructions for completing them and the associated rubrics.</p> <p>Answer any questions on 7B that you know the answer to—the instructor will review the postings and answer any remaining unanswered questions.</p> <p>See Bb for instructions for these two papers—Career Research Project is outlined in detail in Week 2 Assignments. The Reflection Paper instructions can be found in Week 7 assignments.</p>	<p>Altbach, Gumpert & Berdahl: pp. 279-311</p> <p>Web-based Learning Activities: You have a choice of one of these online articles or videos or another higher education leadership reading of your choosing.</p> <p>The Many Faces of Leadership, in <i>Tribal College</i>, v.13, no.4 (Summer 2002) pp. 8-54. http://www.tribalcollegejournal.org/themag/backissues/summer2002/summer2002.html</p> <p>Madsen, S.R. —Women university presidents: Career paths and educational backgrounds, <i>Leadership: The Online Journal</i>, Vol. 5, No. 1, Feb 14, 2007. Click here http://books.google.com/books?id=1iRH9nQLSwC&pg=PP12&lpg=PP12&dq=Madsen,+S.R.+%E2%80%9CWomen+university+presidents:+Career+paths+and+educational+backgrounds,%E2%80%9D+Leadership&source=bl&ots=BkuQTjWxx_&sig=nkTQVdI2tiVpKB3SiNivp0wHKXQ&hl=en&ei=uLtXSvCYJorUM9OqpZ0I&sa=X&oi=book_result&ct=result&resnum=1</p> <p>Explore the practice of leadership via the video of Dr. Randy Pausch's "The Last Lecture: Really Achieving Your Childhood Dreams" available at this website: http://www.thepracticeofleadership.net/tag/communication/</p> <p>The video can be accessed by clicking on the full article found near the bottom of the right hand column of the website.</p> <p>Go to the American Council on Education website at http://www.acenet.edu/AM/Template.cfm?Section=Home select the cover article of The Presidency featuring University of Miami President Dr. Donna E. Shalala or the six short video chapters of <i>Preparing Leaders for the Future</i>.</p>

Grading:

Assignment	Points	Grade %
Participation/Discussion Board 7 forums x 6 pts. each = 42 pts. **Grade is based on best 6 out of 7 forums for a total possible points= 36 pts.	36	30% 36 pts. x .30=10.8
Case Study Analysis	36	25% 36 pts. x .25=9.0
Career Research Project	36	35% 36 pts. x .35=12.6
Reflection Paper	36	10% 36 pts. x .10= 3.6
Total		100% = 36 pts.

Grade Mapping:

Numeric Grade	Letter Grade	Numeric Grade	Letter Grade	Numeric Grade	Letter Grade
	A (33.48--36.00)		B- (28.80-29.87)		D+ (21.60--25.19)
	A- (32.40--33.47)		C+ (27.72-28.79)		F (<21.60)
	B+ (31.32--32.39)		C (26.28-27.71)		
	B (29.88-31.31)		C- (25.20-26.27)		

Assignment Grading Policies:

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor's discretion.

Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation.

A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

Student Responsibilities:

1. Your presence online is required for this course. You are expected to log into the Moodle site a minimum of four times per week and post a substantive contribution Forum discussions at least four times each week.

2. Some assignments will be posted for your fellow learners to see. You will be asked to provide feedback to one another on your work. High quality and rich threaded discussion by all students is an ultimate goal for each topic.

3. You are encouraged to bring all questions and concerns up for appropriate resolution online. If you prefer to call or email me directly, please note my contact information and the times I anticipate being available online.

4. Short responses which amount to —“I agree” or —“good point” are not considered substantive contributions to Forum discussions—you must support your position or begin a new topic or add somehow to the discussion when posting. (Please refer to **Guidelines for Writing Good Discussion Comments** found in the Course Information folder.) As a guideline, quality of discussion comments is more important than quantity—you should refrain from postings greater than 200 words. In order to receive the maximum points available for each week’s Forum discussion, students should make a minimum of two original posts and two responses to other students’ posts during the week.

5. No matter what the circumstances—personal illness, business trips, family responsibilities, computer glitches, or overload—the learning of your peers will be seriously disrupted by your lateness in posting assignments. Call me as soon as possible if a situation arises which will affect a due date or your peers, and post a message to the group.

6. Ultimately, you are responsible for your own learning in the course. You cannot successfully complete the course without completing the assignments.

Note: If any of the following circumstances apply, I strongly advise you not to take this course:

You do not have access to a computer at home.

You do not have the time to take a face-to-face course. If you do not have the time to take a face-to-face course, you won’t have the time to take an online course either. **This is not a scheduling issue, but a time issue.** Expect to spend 10-13 hours per week towards this course.

You expect this course to be easier than a face-to-face course—an online course is typically more time-intensive and intense.

You expect to spend any length of time on a vacation or away from a computer. This is still a class with regular due dates and commitments for which your course facilitator does not make exceptions.

Instructor Responsibilities:

1. The instructor’s primary responsibility is to design the course and various learning modules in such a manner that all students have an opportunity to achieve the specified learning objectives outlined above.

2. The instructor will provide for group work as well as—hands-on exercises.

3. The instructor will provide comments to student responses and discussion as appropriate in order to clarify key concepts and important ideas—the facilitator will not necessarily respond to every student

post. The facilitator will participate in the discussions when s/he feels an important point needs to be made or if he feels the discussion needs to be redirected.

4. The instructor will read and critically assess learner assignments and provide feedback within 7 days of receipt.

5. Student emails and phone calls will be returned **within 48 hours of receipt**.

6. The instructor will evaluate student progress in the course, provide final evaluation for each student, and assign a letter grade for the course.

ASSIGNMENT SPECIFICATIONS

Overview:

Taking an online course in seven weeks can be intensive in that there is considerable reading each week as well as class discussions of the readings and corollary assignments. To pass this course, you must complete the assigned readings and participate fully in the class discussions and other assignments as outlined each week. Class discussion should draw directly from the readings and student posts should incorporate important points from the readings to receive maximum points.

WEEKLY ONLINE DISCUSSION FORUM

Discussion questions will be posted in the Weekly Assignments/Topics section of Moodle for each week. Each week follows a similar pattern—a week's class commences on a Tuesday and ends on a Monday with assignments due at various times at the end of the week. (The only exception to this pattern is Week 1 in which you are asked to submit personal introductions to the class early in the week.)

In general, students should use the early part of the week to complete required readings. Written assignments are typically due over the weekend and student responses to the Forum discussions are usually due by 9:00 PM on Saturdays/Sundays/Mondays.

Discussion forum participation constitutes 30% of the grade. See —Weekly Assignments/Topics on the opening page of the Moodle site for details about the assignments and the various Forums. Use of citations from readings and other evidentiary support is a must—in other words, your opinions must be backed up with support from the content of the course.

Sharing your work experience is fine, but remember that it must relate to the learning objectives and readings for the week. As a guideline, no single post should be longer than 200 words. While the instructor will make comments from time to time on the discussion board or via e-mail, grades for each course assignment will be given privately through the Grade book. Check —Course Information within the Moodle site for the scoring rubrics used for the postings and other assignments.

Discussion Forum Specifications:

Rubric for Discussion Board Responses:

- 0 No response is made to the questions that are posted.
- 1 Responds to some not all of the questions.
- 2 Responds to all questions and responses reflect satisfactory understanding of the material.
- 3 Responds to all questions and integrates course readings and/or responses from another class member. Responses reflect a good or excellent understanding of the material.

****Each forum is worth a total of 6 possible points**
 (3 points for Part A questions and 3 points for Part B questions)

ASSIGNMENT #1 Case Study Analysis—Contested Terrain

Assignment Specifications:

Students are expected to understand and analyze the “Contested Terrain” case study. A series of assigned readings related to curriculum and general education are provided in the course syllabus that will be particularly insightful in understanding and analyzing the context of the case study.

Overview: The chairperson of the Committee to Reform General Education has a certain perspective related to education reform and in this case study we will learn of some of the experiences and recollections he has as a chair.

Course Rubric:

Element/Criteria/Weight	Poor (0 points)	Fair (1 point)	Good (2 points)	Very Good (3 points)	Excellent (4 points)
Format/Style	Does not follow format instructions, many errors in spelling, grammar, syntax, sentence construction or lacks organization	Follows some format instructions but has some sentence construction, spelling or organizational problems	Follows all format instructions, evidence of organization in the paper; 1-2 paragraphs may be poorly developed or lack transition; few errors in spelling or sentence construction.	Follows format instructions, well organized paper, with 3-5 minor errors	Follows format instructions, well organized, with good narrative flow and only 1-2 minor errors.
Identification of actors/ explanation of roles	Identifies some actors but does not explain their roles	Identifies all of the actors and explains some of their roles	Identifies all of the actors in the case study and explains the roles of each	Identifies all of the actors, explains the roles of each, and cites a reference or experience for support.	Identifies all of the actors in the case study and may infer the influence of other actors, explains their roles, cites appropriate reference or experience for support
Identifies and explain the tensions (x2)	Does not correctly identify any of the tensions, sees the controversy on the personal level of the actors	Identifies some of the apparent tensions	Correctly identifies the apparent tensions and provides some arguments or support for each position	Identifies the apparent tensions; provides arguments and support for each position	In addition to the description for “3” cites course readings or professional experiences in support.

Identifies student concerns	Identifies some student concerns at the general level	Identifies student concerns and gives more specifics	Identifies student concerns by population and relates specifics for each stated population	Same as "2" but also extends the discussion to describe the concerns of other student populations not mentioned in the study	Same as "3" with more supporting statements to describe student concerns.
Identifies faculty concerns	Identifies some faculty concerns at the general level	Identifies faculty concerns and gives more specifics	Identifies faculty concerns by either discipline, status or school and relates specifics	Same as "2" but covers 2 faculty groupings	Identifies faculty concerns generally and by specific group and provides support for statements
Identifies the main purposes of the general education curriculum (double points)	Fails to identify any of the purposes	Identifies some purposes	Identifies most purposes	Identifies all of the purposes and provides support	Identifies all purposes, provides support, and describes the underlying philosophy or history for that view.
Provides support for their own view of general education	Fails to respond to the assertion "it's dead" Rather vague statements about their views of general education	Responds to Ian's assertion, clearly states their views about general education	Same as "1" and is able to take the perspectives of others into consideration	Same as "2" and is able to provide and provides some support for their statements	Same as "3" and provides support for most of their statements.
Total possible pts.					

ASSIGNMENT #2 Career Research Project

Assignment Specifications:

A career research project will be assigned to help you assess your own skills and background and integrate new learning about a particular higher education career of your choice. Students will identify a career or position in higher education that they wish to know more about and will interview two people currently employed in their area of interest. The career research project will allow students to explore how administrative structures can change to reflect challenges of the day and explore administrative roles and theoretical leadership perspectives that inform higher education leadership practice today as well as examine their selected careers interest within higher education

Course Rubric:

Element/Criteria/Weight	Poor (0 points)	Fair (1 point)	Good (2 points)	Very Good (3 points)	Excellent (4 points)
Format/Style	Does not follow format instructions, many errors in spelling, grammar, syntax, sentence construction or lacks organization	Follows some format instructions but has some sentence construction, spelling or organizational problems or parts of the paper are missing	Follows all format instructions, evidence of organization in the paper; 1-2 paragraphs may be poorly developed or lack transition; few errors in spelling or sentence construction. Includes all parts of the paper.	Follows format instructions, well organized paper, with 3-5 minor errors	Follows format instructions, well organized, with good narrative flow and only 1-2 minor errors.
Introduction	Fails to introduce the paper	Only addresses one element of the introduction	Addresses some elements of the introduction	Addresses all elements of the introduction	Addresses all elements of the introduction in a concise and interesting way
Literature Review	Few references used, little or no attempts made to summarize, primary emphasis given to just one	Uses a large portion of quoted material from the text, little effort made to summarize	Summarizes some but not all of the authors or sources listed.	Summarizes what each author or source had to say	Summarizes what each author or source had to say and draws some connections among these.

	source				
Methodology	The narrative is insufficient to know what happened, how the task was approached.	Does not clearly state the methodology used, the selection processes used	Describes only some of the instruments used, does not describe the related processes	Describes only part of the methodology used and related processes.	Describes each part of the methodology in a clear, well-organized fashion
Findings (double points)	Uneven coverage of the findings, vague statements and or overgeneralizations are made based on little evidence	Findings are stated but no support or evidence is provided to how these were discovered.	States the findings with some support.	Provides information related to most of the findings and statements are generally well supported.	Clear compelling statement of the findings, support for all statements, linkages found. Expresses rationale for any scanty or missing findings. States the limitations of the findings.
Discussion (double points)	Does not integrate the research project with any of the course readings, does not state any implications	Relates some of the findings to a course reading, does not address the implications	Does a nice job of integrating what was discovered through the research process, and integrates one of the course readings., states one implication	Integrates some of the readings with the research project and discusses plausible implications.	Thoroughly integrates the readings as appropriate, the research experience and findings and notes plausible implications.
Conclusion	Superficial response to one or two questions, little support for statements.	Responds superficially to two or three questions, provides limited support.	Addresses half of the questions and provides support for most of them	Addresses 3/4 th of the questions and provides support for most of them	Addresses all questions thoroughly and supports each one well.
Total possible pts.					

ASSIGNMENT #3 Reflection Paper

Assignment Specifications: In this assignment, you will “step back” and think about your experiences in SBNM 5740—the experience of taking the course online, the discussions with your class members, the materials assigned and read, the major projects, and knowledge gained. You will write a 3-5 page essay that addresses several reflective questions.

Course Rubric:

Element/Criteria/Weight	Poor (0 points)	Fair (9 points)	Good (18 points)	Very Good (27 points)	Excellent (36 points)
Reflection	One word responses, poorly developed sentences or vague response without specifics	Scanty, superficial response. Little evidence of reflection.	Addresses most of the questions, missed one question.	Addresses each question systematically with specific reflections.	Addresses all component parts of the reflection paper thoroughly.
Total possible pts.					

POLICY STATEMENTS

Academic Honesty

In keeping with our Christian heritage and commitment, North Park University and the School of Business and Nonprofit Management are committed to the highest possible ethical and moral standards. Just as we will constantly strive to live up to these high standards, we expect our students to do the same. To that end, cheating of any sort will not be tolerated. Students who are discovered cheating are subject to discipline up to and including failure of a course and expulsion.

Our definition of cheating includes but is not limited to:

1. Plagiarism – the use of another’s work as one’s own without giving credit to the individual. This includes using materials from the internet.
2. Copying another’s answers on an examination.
3. Deliberately allowing another to copy one’s answers or work.
4. Signing an attendance roster for another who is not present.

In the special instance of group work, the instructor will make clear his/her expectations with respect to individual vs. collaborative work. A violation of these expectations may be considered cheating as well. For further information on this subject you may refer to the Academic Dishonesty section of the University’s online catalog.

In conclusion, it is our mission to prepare each student for a life of significance and service. Honesty and ethical behavior are the foundation upon which such lives are built. We therefore expect the highest standards of each student in this regard.

Attendance Policy for Graduate Courses

The graduate courses in the SBNM are all 7 weeks in length. Missing one class session is allowed without penalty as long as all readings and assignments are made up by the student within a reasonable time period (the following week). Failing to log into an online course site for an entire week is allowed, but a penalty may be applied at the instructor’s discretion. Missing a second class session is allowed only in unusual circumstances by prior arrangement with the instructor. Since this represents almost 30% of the engagement time for the course, the student runs the risk of receiving a lower overall grade for the class. Faculty are encouraged to drop the course grade by a full letter grade in this situation. A student who misses three classes (or the equivalent two weeks for an online class) will automatically fail the course, unless the student drops the course before the seventh week of class. Students who drop a course will be held responsible for tuition, based upon the current North Park University refund policy outlined in the University Catalog.

APA Requirement

The School of Business and Nonprofit Management (SBNM) has adopted the *Publication Manual of the American Psychological Association* (APA) as the standard and required format for all written assignments in SBNM courses.

Our goal in adopting the *APA Manual* is to enhance student learning by:

- 1) Improving student’s writing skills.
- 2) Standardizing the required format of all written assignments in all SBNM courses.
- 3) Emphasizing the importance of paper mechanics, grammatical constructs, and the necessity of proper citations.
- 4) Holding students accountable for high quality written work.

If you are unfamiliar with the requirements of the *APA Manual*, we recommend that you purchase the reference manual and/or that you consult one or more of the suggested resources as listed on the Student Resources section of the SBNM website. ***It is your responsibility to learn and ensure that all written work is formatted according to the standards of the APA Manual.***

Students with Disabilities

Students with disabilities who believe that they may need accommodations in this class are encouraged to contact your program’s office (Business: 773-244-6270). Please do so as soon as possible to better

ensure that such accommodations are implemented in a timely manner. For further information please review the following website: <http://www.northpark.edu/ada>