Lives of Significance and Service
NORTH PARK UNIVERSITY CHICAGO

School of Business and Nonprofit Management
Course Syllabus

Course: SBNM 5740, Principles of Higher Education Administration - A12
Academic Year: 2013/14 **Semester/Quad:** Fall A
Credit Hours: 2 Semester Credit Hours
Prerequisites: None

Instructor: Dr. G. Gary Grace, Adjunct Professor

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Availability:

I will be online in the course on Wednesdays (7-9 pm), Fridays (3-5 pm), Saturdays (11-1 pm), Sundays (7-9 pm), and Mondays (7-9 pm). I also anticipate popping in on an unscheduled basis to read email and to catch-up on the Forum discussions. Please contact me via email, but know that if you need to speak with me don't hesitate to call or leave an email note to request times for returning a call to you.

Course Description:

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, and major organizational participants. Through readings, discussion, case study, career analysis project, and a reflective paper, you will learn about:

1. 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.

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.

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.

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.

Introductory Comments:

Every minute of every day, someone is thinking about higher education. The parent wondering what college would be best for their child—the high school senior thinking about how to make their essay more competitive to get into a top university—the independent student thinking about how to pay for college tuition—the new immigrant thinking about how to access the American system of higher education, which promises a way to a new life of possibilities and prosperity.

On campus, the hopes, dreams, and concerns about higher education continue—a development officer having lunch with a retired CEO hopes that s/he has made a significant impression about the growth and vitality of the college to secure a large gift—a Dean of Students reviews the law and campus policies in preparation for a meeting with campus protestors who are alleged to have destroyed property belonging to Army recruiters—a class returns from a field trip and students talk excitedly about their experiences, while one student reflects, "Yes, I can see myself pursuing a career as a geologist after all." 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. 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.

Higher education researchers, who study teaching and learning, have found that students who are *actively* engaged in learning are more likely to achieve their goals. Active engagement requires the student to read thoughtfully and think about and reflect on the readings—does it make sense? Who is the author and what is their perspective? Why would they write this article or book? Where is the evidence to support the author's statement?—is it scanty or well-thought out? Is the article an "opinion piece or commentary" or a research article? Why should you believe what is stated? How are the author's views the same or different than your own? Please refer to the Student Expectations and Responsibilities section below.

Frequent class participation by well-prepared students is key to online learning. Each week you will discuss readings and relevant experiences. Questions to start the discussion will be posted on the Discussion Forum—after reading the question and thinking about what the issues are—jump into the discussion, share your thoughts and perspectives with each other, be open to learning about other viewpoints, and, **above all else**, <u>use the readings to back up your points</u>. A rubric will be used to grade your responses to Forum discussions. Please review the rubric before you post your response. Your course facilitator (aka your instructor) will also post a case study, so you can critically analyze a problem situation and come up with a well-reasoned perspective or solution to the problem. A career research project will help you to assess your own skills and background and integrate new learning about a particular higher education career of your choice. Finally, to tie together all that you've learned in this class together, you will write a short reflective paper.

Course Materials:

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

Optional Resources: *The Chronicle of Higher Education* and *Inside Higher Education* are widely read publications for higher education professionals. During this quad, I expect students to read either or both on a weekly basis. Daily briefings are available free of subscription charges, but you will need to access the full versions of the weekly editions through North Park's Brandel Library using your student NPU login information. *The Chronicle* offers access on either a student basis or introductory basis (reduced rate), if you wish. These publications are also a primary source of information related to job openings at institutions of higher education across the country.

I will also post current articles, essays or case studies that highlight challenges facing higher education administrators. These will require a written response from you. More information about these can be found on the left side and middle of the opening page of the Moodle course site—click on the Weekly Topics or Assignments.

Essential IDEA Objectives:

There are three essential learning objectives for this course (per the IDEA framework, a nationally recognized assessment tool used by many higher education institutions, including North Park University).

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.

The Office of Distributed Learning assess student learning and satisfaction levels at the end of this term. Please keep these learning objectives in mind, as well as your level of achievement of these objectives, for the end-of-term evaluation.

Specific Course Objectives:

As a graduate level course that is the first in a series, SBNM 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). Through readings, discussion, case study, a career analysis project, and a reflective paper, students will learn about:

1. The origins and evolution of higher education 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 the operation of colleges and universities. 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 on administrative practice.

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 Teaching and Learning Methods:

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.

Please note that the readings provide the class a common foundation with which to explore our thinking, but the readings in and of themselves do not determine or create thinking—that is your job as the learner. As your facilitator, I encourage you to read critically, reflect on how the readings provoke your thinking based upon your past learning and/or practical experience. Such reflection as you read and participate in the discussions might be influenced by asking several questions: In reading this

material, what have I just learned? What difference does it really make? Now what—how will this information impact the way I know, do, or be?

Important 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.

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.

Consideration for Online Learners

Your instructor looks forward to your participation and positive contributions to the class. If this is your first online class, be aware that there is a special "netiquette" to follow—for instance don't assume that everyone will understand certain abbreviations and short-hand phrases—we may be coming from all parts of the globe where language practices, sayings, slang, etc. are different. Since most of the time we will be relying on the written word—correct spellings can prevent misunderstandings. Check the following link for more information about netiquette: http://www.albion.com/netiquette.

Schedule of Weekly Assignments:

Readings from the text, articles, web links, interactive activities, and discussions are intended to facilitate student learning. Discussion questions will be posted in the Weekly Assignments/Topics section of Moodle for each week. With the exception of the first week when the first class begins with a Monday, 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. See "Weekly Assignments/Topics" on the opening page of the Moodle site for details about the assignments and the various Forums. Make sure that your responses are responsive to what has been presented or discussed. 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 Forum discussions or via e-mail, grades for each course assignment will be

given privately through the Gradebook. Check "Course Information" within the Moodle site for the scoring rubrics used for the postings and other assignments.

Check the Moodle course site also for more comprehensive instructions for the case study, the career analysis project and reflection paper. The "Course Expectations" contains background clarification of scoring rubrics, and other advice on student persistence. The following schedule of activities is subject to change depending progress of the class:

Week	Dates	Topics/Assignment	Reading and Web-based Learning Activities
1	Aug 26-Sep 1	**Evolution of Higher Education: history, mission, goals, and diversity of institutions** **Due:** (1A) On the Participant Introduction link found on both the opening page of the Moodle course site and under Week 1 activities, make a personal introduction by Wed, Aug 28 at 9 pm. Respond to at least four student postings by Fri, Aug 30 at 9 pm. (1B) Respond to Moodle questions by Sat, Aug 31 at 9 pm. Respond to four other postings by Sun, Sep 1 at 9 pm. 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 Sat, Sep 7 at 9 pm. Also begin thinking about a list of questions you would like to ask as part of the Career Research Project.	**Required Reading**: Course Syllabus Altbach, Gumport & Berdahl, pp. 1-68. Saleh, A., Lamkin, M. & Cox, D. (2006). The role of higher education in America: A spa or a smörgåsbord? Academic Leadership: The Online Journal, 4 (3), http://contentcat.fhsu.edu/cdm/compoundobject/collection/p15732coll4/id/133/rec/15 **Supplementary Learning Resources:** Links to the Carnegie Classification system: http://classifications.carnegiefoundation.org/ 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, and future conferences. American Council on Education http://www.acenet.edu Association of American Colleges and Universities http://www.aacu.org National Association of Independent Colleges and Universities http://www.naicu.edu

Week	Dates	Topics/Assignment	Reading and Web-based Learning Activities
2	Sep 3- Sep 9	**Evolution of Higher Education: curriculum and curricular reform.** Due: (2A) By Sat, Sep 7 at 9 pm, post responses to Forum questions 2A. By Sun, Sep 8 at 9 pm post responses to Forum questions 2B. Respond to other student postings by Mon, Sep 9 at 9 pm. Preliminary Interview logistics for Career Research Project due Sat, Sep 7 by 9 pm. In preparation for the coming week, check the case study instructions for "Contested Terrain" in the Week 3 Assignments.	**Required Reading:** Altbach, Gumport & Berdahl: pp. 409-432. "Comprehensive Curriculum Reform in Higher Education: Collaborative Engagement of Faculty and Administrators," by Shawn L. Oliver and Eunsook Hyun, Journal of Case Studies in Education. PDF file is available: http://www.aabri.com/manuscripts/10649.pdf **Supplementary Learning Resources:** "Outlook 2013: Recent Forecast from World Future Society for the Decade Ahead," Marvin J. Cetron and Owen Davies in http://www.wfs.org/reports/Outlook_2013.pdf ACT Report, "The Condition of College and Career Readiness (2013), http://www.act.org/research-policy/college-career-readiness-report-2012/ "Top Ten State Policy Issues in Higher Education (January 2013)," http://www.aascu.org/policy/publications/policy-matters/topten2013.pdf
3	Sep 10- Sep 16	**Social, Political, and Economic Contexts: legislation, funding and demographics.** **Due:** Draft Interview Questions for Career Research Project by Fri, Sep 13 at 9 pm. On Sat, Sep 14 by 9 pm, go to the discussion Forum and post your responses to the questions regarding your IPEDS data for at least two comparative colleges or universities under 3A. By Sun, Sep 15 at 9 pm, post your responses to 3B questions on the	**Required Reading:** Altbach, Gumport & Berdahl, Part Two, External Forces, pp. 113-244. **Required Web-based Learning Activity:** Go to the NCES website for the Integrated Postsecondary Educational Data System located at http://nces.ed.gov/ipeds/find_data/exec_peer_summary.asp **Supplementary Learning Resources:** "The Future of the American Public University System as Seen Through the Lens of Cultural Studies," Cultural Studies Association presentation, Chicago, March 23, 2011, James J. Sosnoski, Professor of Communication Emeritus, UI Chicago. http://c-cs.us/articles/papers/FutureUnivSys.html "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-

Week	Dates	Topics/Assignment	Reading and Web-based Learning Activities
		discussion Forum. Respond to other students' postings in 3A and 3B as appropriate via the discussion Forum by Mon, Sep 16 at 9 pm. Curricular Case Study due Mon, Sep 16 by 9 pm.	of/66011/ Explore the Illinois Board of Higher Education state-wide strategic plan, "Public Agenda for College & Career Success." http://www.ibhe.org/masterPlanning/materials/070109_Public Agenda
4	Sep 17-Sep 23	**Social, Political, and Economic Contexts: accountability movement**. **Due:** By Sat, Sep 21 at 9 pm, go to the discussion Forum and post responses to the questions under 4A. By Sun, Sep 22 at 9 pm, go to the discussion Forum and post responses to the questions under 4B. Respond to other students' postings in 4A & 4B by Mon, Sep 23 at 9 pm.	**Required Reading:** Altbach, Gumport & Berdahl: pp. 69-87. **Supplementary Learning Resources:** The following links provide a professional association context for accreditation standards: The Higher Learning Commission of the North Central Association of Schools and Colleges. http://www.ncahigherlearningcommission.org/ The National Council for Accreditation of Teacher Education Programs. http://www.ncate.org/ The Council on Higher Education Accreditation. http://www.chea.org/default.asp CAS Standards. http://www.cas.edu Checkout the SCUP website (Society for College and University Planning) for "Trends in Higher Education" at http://www.scup.org. Review a few of the "Trends" newsletters for 2011 or earlier and form an opinion on SCUP's ability to foresee "future" shifts in demographics, economics, environment, global education, learning, politics, and technology. An interesting assessment report, "Assessing College Level Learning," can be downloaded as a PDF file from the National Center for Public Policy and Higher Education at: http://www.highereducation.org/catreports/college_level_learning.shtml

Week	Dates	Topics/Assignment	Reading and Web-based Learning Activities
5	Sep 24-Sep 30	**Participants: college students.** **Due:** Go to the discussion Forum and post your responses to 5A no later than Sat, Sep 28 at 9 pm. In the Forum discussion, post responses to questions by Sun, Sep 29 by 9 pm. Respond to other students' postings on the discussion Forum by Mon, Sep 30 by 9 pm.	**Required readings:** Altbach, Gumport & Berdahl: Part Three, The Academic Community, pp. 254-278 and pp. 433-490. **Web-based Learning Activities:** Link to the University of Maryland website and review student expectations of faculty: http://www.bsos.umd.edu/for-faculty-and-staff/faculty-resource-guide/faculty-responsibilities-inside-the-classroom-/student-expectations-of-professors.aspx Determine what students deem important. Check out the *Inside HigherEd* article by Louise Hainline emerging trends in higher education and changing student and faculty demographics. http://www.aacu.org/peerreview/pr-su10/pr-su10_Changing.cfm Read about student experiences and the National Survey of Student Engagement (NSSE) at http://www.nsse.iub.edu/ While on the NSSE website, watch the two minute video from the May 28, 2012 NBC Nightly news on current student study habits. Here is a link to the NBC video: http://video.msnbc.msn.com/nightly-news/47592623#47592623 Browse this April 22, 2012 *Huffington Post* article by Hope Yen on the job market college graduates face today: http://www.huffingtonpost.com/2012/04/22/job-market-college-graduates_n_1443738.html
6	Oct 1-Oct 7	**Participants: the faculty.** **Due:** With an assigned partner, develop a 6-question quiz that tests the knowledge contained in this week's readings. By Sat, Oct 5 at 9 pm, post your quiz on the Forum (6A). Take the quiz of your partner and return your completed quiz to your partner with a copy going to your instructor. Evaluate the quiz in the Forum by Sun, Oct 6 at 9 pm. In Forum, address questions under 6B and respond to postings by Mon, Oct 7 at 9 pm.	**Required readings:** Altbach, Gumport & Berdahl: pp. 88-110 and pp. 227-253. **Web-based Learning Activities:** Explore "Faculty Trends and Issues" from the American Association of State Colleges and Universities (April 2006). http://aascu.org/uploadedFiles/AASCU/Content/Root/PolicyAndAdvocacy/PolicyPublications/FacultyTrends.pdf Browse the American Association of University Professors website at http://www.aaup.org/aaup click on a few of the front page news stories to learn of current faculty interests and concerns. Review current issues of concern to University of Illinois faculty at the website: http://news.illinois.edu/news/10/0618highered.html

Week	Dates	Topics/Assignment	Reading and Web-based Learning Activities
7	Oct 8- Oct 14	**Leadership and Higher Education Careers.** **Due:** By Sat, Oct 12 at 9 pm post on the Forum under 7A, a brief summary of 3 major leadership ideas that you discovered through your readings that you think will impact your administrative practice. Discuss why this is so. Respond to other postings by Mon, Oct 14 at 9 pm. By Sun, Oct 13 at 9 pm, post on the Forum under 7B, any questions you might have about the remaining assignments. The Career Research Project and Reflection Paper are due Mon, Oct 14 by 9 pm.	**Required readings:** Altbach, Gumport & Berdahl: pp. 279-311. **Web-based Learning Activities:** You have a choice of one of these online book or videos or another higher education leadership reading of your choosing. Madsen. S.R. "On Becoming a Woman Leader: Learning from the Experiences of University Presidents. Click here for the online book: http://books.google.com/books?id=1iRH9nQlLSwC&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#v=onepage&q=Madsen%2C%20S.R.%20%E2%80%9CWomen%20university%20presidents%3A%20Career%20paths%20and%20educational%20backgrounds%2C%E2%80%9D%20Leadership&f=false Explore the practice of leadership via the video of Dr. Randy Pausch's "The Last Lecture: Really Achieving Your Childhood Dreams" available at this Carnegie Mellon website: http://www.cmu.edu/randyslecture/ Go to the American Council on Education website at http://www.acenet.edu/Content/NavigationMenu/ProgramsServices/CAREE/PreparingLeaders/video.htm and select one or all six of the short video chapters of Preparing Leaders for the Future.

Grading:
Each assignment will be graded based upon a rubric that specifies what is expected and how the assignment will be scored. Rubrics can be found in the Course Information section as well as within each weekly tab. A student can earn a total of 150 points for all assignments, but because assignments are weighted your grades are based upon 37.8 weighted score.

Assignment	Points	Grade %
Participation in Class Discussion Forums	6 points for each of 7 Forum = 42 points	30% (42 points x .30 = 12.6 weighted points)
Case Study	36 points	25% (36 points x .25 = 9.0 weighted points)
Career Research Project	36 points	35% (36 points x .35 = 12.6 weighted points)
Reflection Paper	36 points	10% (36 points x .10 = 3.6 weighted points)
Total	150 points	100% (37.8 weighted points)

Grade Mapping:

Weighted Numeric Grade	Letter Grade	Weighted Numeric Grade	Letter Grade	Weighted Numeric Grade	Letter Grade
35.91 – 37.8	A (95-100%)	30.24 – 31.36	B- (80-82%)	26.45 & Below	F (<60%)
34.02 – 35.90	A- (90-94%)	29.11 – 30.23	C+ (77-79%)		
32.89 – 34.01	B+ (87-89%)	27.59 – 29.10	C (73-76%)		
31.37 – 32.88	B (83-86%)	26.46 – 27.58	C- (70-72%)		

Assignment Grading Policies:

Please be aware that your instructor will not accept late submissions of any papers, projects, assignments, or other forms of assessment for any reason whatsoever without a reduction of points for late submission of assignments.

Student Expectations and 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 some how 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 can not successfully complete the course without completing the assignments.

Expectations and Responsibilities of the Course Facilitator/Instructor:

1. The facilitator'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 facilitator will provide for group work as well as "hands-on" exercises.

3. The course facilitator 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 he feels an important point needs to be made or if he feels the discussion needs to be redirected.

4. The facilitator will read and critically assess learner assignments and provide feedback within 5-7 days of receipt.

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

6. The course facilitator will provide updated information on relevant resources for the various topics of interest.

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

ASSIGNMENT SPECIFICATIONS

Overview:

Assignments consist of readings, discussion forums, case analysis, a formal reflection paper, and a final career research project paper. Due dates are included in the Schedule of Weekly Assignments as well as in the Moodle course.

Week 1 begins on a Monday and ends on a Sunday. Weeks 2 through 7 begin on a Tuesday and ends on a Monday evening. Unless otherwise stated, assignments are due by 9 pm Central Time.

WEEKLY CLASS DISCUSSION FORUM

Threaded Discussion Requirements:

Forum discussions are included in all seven weeks of the course. Framed questions related to the topics for the week are provided and students are expected to participate fully by demonstrating understanding of the content of the required readings and completion of the structured web-based learning activities. Forum rubrics ask for responses that reinforce course material or challenges interpretation of material in a concise manner. Any references to external sources must provide page numbers, quoted material or URL addresses, so fellow students can follow the thought process. In the "give and take" discussion engagement with fellow students and the instructor, responses should be reflective, thought-provoking, supportive, and tied to the course material. Students who simply opine on views or issues of the week typically do not receive any points. Responses that boil down to "me too" or "I couldn't agree with you more" receive little weight in the scoring.

Criteria	5-6 points	3-4 points	0-2 points
Timeliness	The initial post created Thursday, allowing time for others to respond	The initial posting created late.	Initial post not created or created after Friday of the week
Initial Response	Provides a thorough and insightful response to the prompt questions.	Post partially answers the questions.	Does not address the prompt questions.
Integration of Content [Initial and Reply Responses]	Reinforces course material or challenges interpretation of material, and does so in a concise manner. Any references to external sources provide references (URL links or page number in text) so others can follow thought process.	Refers to lesson content but not integrated effectively.	Does not refer to key points with no evidence student understands the key points. Or posting is excessively long.
Reply Responses	Responds to the ideas presented in the original post and required number of responses posted.	Responses are loosely related to the ideas of the original post, and/or less than the required number of responses posted.	Responses do not relate to the original post, and/or less than the required number of responses posted.
Constructive Comments [Reply Responses]	Is characterized by at least 3 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course content	Is characterized by at least 2 of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course content	Is characterized by at least one or none of the following: a. supportive b. thought-provoking c. challenging d. reflective e. ties to course content
Clear Writing	Organized, concise, grammatically correct, clearly written in understandable language.	Writing is adequate but may include inconsistencies or inaccuracies.	Writing is poor, unclear, disorganized or contains significant grammatical errors.

ASSIGNMENT SPECIFICATIONS: Case Study Analysis (Due Week 3)

Before reading the case study "Contested Terrain," be sure to read all of the assigned text material and accompanying articles related to curriculum and general education listed on your syllabus and on the Moodle course. In particular, you might find the ERIC research paper, "General Education and Institutional Culture: A Case Study in Progress" particularly insightful in understanding and analyzing the context for the "Contested Terrain" case study.

Format:

Use APA format for your typed paper. Submit your analysis via the Week 3 "Contested Terrain" Case Study icon which places your work directly into the Gradebook.

Analysis:

Bob, who is chair of the Committee to Reform General Education at Hillside University, has a certain perspective related to the Reform of General Education and in this case study we learn of some of the experiences and recollections he has as chair.

1. Who are the actors at Hillside University who have a stake in the reform of the general education curriculum? What role does each play in reforming general education?

2. Identify and describe the apparent tensions or enduring controversies in this case. What are the arguments for each position?

3. For students, what concerns might they have about the reform of general education? Would the concerns be the same for traditional-aged students versus older returning adult students? Would the concerns be the same for students who began their education at Hillside University versus those who transferred in?

4. For faculty, what concerns does a change in the general education raise? Do you think these concerns might vary by discipline? By faculty status? By school or college?

5. Which administrators or staff members in your view are most likely to be affected by a change in the general education program? Why?

6. Do you think that the administrators at Hillside are supportive of a change in the general education curriculum? Why or why not?

7. Generally, what purposes has the core curriculum or the general education program served?

8. In this case, Ian, a business faculty member states " . . . the gen ed curriculum is a dinosaur, it's dead" Do you agree or disagree with his point of view? Why or why not?

Scoring Rubric for Case Study Analysis of Contested Terrain

Element/ Criteria	4 points	3 points	2 points	1 point	No points
Format/Style	Follows APA format style completely. Paper is well organized with good narrative flow and only 1-2 minor errors.	Follows APA format/style, well organized paper, with 3-5 minor errors.	Follows all instructions, evidence of organization in the paper; but 1-2 paragraphs may be poorly developed or lack transition.	Follows some format instructions but has some sentence construction, spelling or organizational problems.	Does not follow APA. Numerous errors in spelling, grammar, syntax, sentence structure or lacks organization
Identification of actors &	Identifies all of the actors in the case study and	Identifies all of the actors, explains the	Identifies all of the actors and explains the	Identifies all of the actors and explains	Identifies some actors but does

Scoring Rubric for Case Study Analysis of Contested Terrain					
Element/ Criteria	**4 points**	**3 points**	**2 points**	**1 point**	**No points**
explanation of roles	may infer the influence of other actors, explains their roles, cites appropriate reference or experience for support.	roles of each, and cites a reference or experience for support.	roles of each.	some of their roles.	not explain their roles.
Identifies & explains the tensions (double pts)	In addition to the description for "3" cites course readings or professional experiences in support.	Identifies the apparent tensions, provides arguments and support for each position.	Correctly identifies the apparent tensions and provides some arguments or support for each position.	Identifies some of the apparent tension.	Does not correctly identify any of the tensions, sees the controversy on the personal level of the actors.
Identifies student concerns	Same as "3" with more supporting statements to describe student concerns.	Same as "2" but also extends the discussion to describe the concerns of other student populations not mentioned in the study.	Identifies student concerns by population and relates specifics for each stated population.	Identifies student concerns and gives more specifics.	Identifies some student concerns at the general level.
Identifies faculty concerns	Identifies faculty concerns generally and by specific group and provides support for statements.	Same as "2" but covers 2 faculty groupings.	Identifies faculty concerns by either discipline, status or school and relates specifics.	Identifies faculty concerns and gives more specifics.	Identifies some faculty concerns at the general level.
Identifies the main purpose of general education curriculum (double pts)	Identifies all purposes, provides support, and describes the underlying philosophy or history for that view.	Identifies all of the purposes and provides support.	Identifies most purposes.	Identifies some purposes.	Fails to identify any of the purposes.

Scoring Rubric for Case Study Analysis of Contested Terrain					
Element/ Criteria	**4 points**	**3 points**	**2 points**	**1 point**	**No points**
Provides support for their own view of general education	Same as "3" and provides support for most of their statements.	Same as "2" and is able to provide some support for their statements.	Same as "1" and is able to take the perspectives of others into consideration.	Responds to Ian's assertion, clearly states their views about general education.	Fails to respond to the assertion "'it's dead'". Rather vague statements about their views of general education.
Total	36 points				

ASSIGNMENT SPECIFICATIONS: Career Research Project (Due Week 7)

Introduction:
Administrative careers in higher education require the professional to have general knowledge of the work of academe as well as more specific knowledge of the modes of thought, practice, and culture of a particular domain in higher education administration. The socialization of the professional in a particular domain usually begins with their experiences in a graduate or advanced degree program, continues with the day-to-day interactions in the field, and is enriched by participation in the professional associations, scholarly conferences and by keeping current with the professional literature.

Once a domain is selected, most individuals further develop their skills, acquire expertise and advance. They may migrate to careers in other sub-domains within the domain. On occasion, they may turn to careers in other domains. Institutions tend to look for people who have experiences in their sector. For example, a community college looking for a Dean of Students will give preference to people who have worked in student affairs at a community college over those who have worked in other sectors. Though sectors may vary in their complexity of organizational structures, major domains for the practice of higher education administration and service include the following:

- Executive Administration
- Academic Affairs
- Student Affairs
- Business Affairs
- Technology Administration
- Advancement/ Development
- Community Outreach and Partnerships
- Marketing and Public Relations

Each domain can be further divided into sub-domains and in each of the sub-domains a variety of position titles can be found. An example is given below:

- Academic Affairs
  - Office of the Provost and Vice President
  - Sponsored Programs and Research Administration
  - Faculty Administration—contracts, grievances, union matters
  - Academic Deans
  - Library Administration
  - Assessment and Institutional Research

Programmatic efforts that are relatively recent within higher education administration vary in their placement among the domains. For example, diversity programs and initiatives are sometimes found under the domains of Student Affairs, Academic Affairs, or Community Partnerships. One may find the Enrollment Management Units (e.g. Admissions, Student Records & Registration, and Financial Aid) in Student Affairs, Academic Affairs, Business Affairs, or Marketing and Outreach. Likewise, distance education programs may be found under the domains of Technology Administration, Academic Affairs, or Community Outreach and Partnerships.

A good source for information about higher education administrative careers is The Chronicle of Higher Education, and the links found in our Moodle course site. Before you start this project be sure to review the related readings listed on the syllabus.

Instructions for conducting research

You are to conduct research into an administrative career of your choice in the following manner:

1. Review the Chronicle's Almanac, Salary Surveys, 3 related job postings, and related articles to gain background information (over the last 3 years).

2. Read 3-4 articles in the professional literature that discusses trends, issues, challenges, or preparation required for the administrative career of your choice.

3. Identify and confirm two people who currently hold the position of interest to interview.

4. Check and follow the policy and directions for the IRB (Institutional Research Board) at your institution.

5. Based on your review of materials, develop a set of interview questions and any consent forms that may be needed.

6. Write a summary of your notes for each interview.

7. Using all of the above, plus related course readings, write your Career Research Project Paper.

******Note: Steps 3 and 4 are critical for the success of this project; do these first within the first week or two of class.

Instructions for writing the Career Research Project Paper.

Format:
Use one-inch margins all around and a standard 12 point font. Double-space the body of the text. Indent paragraphs. Follow APA format and style for all sections of the paper including footnotes and the reference page.

Major Headings:

Introduction
Literature Review
Methodology Used
Findings
Discussion
Conclusion

Information to include under each major heading:

Introduction: Briefly explain why you chose this particular career to research, what you hoped to find, and the main questions you wanted to answer through your research (no more than 2 paragraphs).

Literature Review: Summarize what each author had to say and the information found.

Methodology Used: Describe the method used to select your interviewees, the process used for the interview, and the process used for finding and reviewing institutional documents that help to give you a deeper understanding about this position (position descriptions, organizational charts, annual reports, etc.). Attach the actual set of interview questions and any consent forms needed in the appendices.

Findings: Describe the major findings from the interviews and institutional documents. It may be helpful to organize this section around the interview questions, carefully integrating selected information from institutional documents. Alternatively, were there certain themes that you uncovered through this process? If so, you could use those themes to organize your writing.

Discussion: In this section you will integrate your course reading materials, your research experiences and findings and discuss the implications for your further career development. As a result of this experience, what remaining questions do you have about this particular administrative career or higher education careers in general?

Conclusion: Evaluate this experience. Is it a good way to learn more about a career What aspect of the project did you enjoy most? What aspect of the project did you enjoy least? What would you have done differently? What advice would you give to others who would like to know more about this administrative career?

Additional Components of the Paper (for these follow APA format):

Reference List
Appendices

Excluding the additional components, the paper should range from 10-12 pages. Do not exceed the page limit. Upon completion, make sure you use the spell check feature on your word processor then submit your paper as an attachment via e-mail to me using the Moodle site by the due date.

Scoring Rubric for Career Research Project

Element/ Criteria	4 points	3 points	2 points	1 point	No points
Format/Style	Follows APA format and style, well organized, with good narrative flow and only 1-2 minor errors.	Follows APA format and style, well organized paper, with 3-5 minor errors.	Follows 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 some format instructions, but has some sentence construction, spelling or organizational problems or parts of the paper are missing.	Does not follow format instruction, many errors in spelling, grammar, syntax, sentence construction or lacks organization
Introduction	Addresses all elements of the introduction in a concise & interesting way.	Addresses all elements of the introduction.	Addresses some elements of the introduction.	Only addresses one element of the introduction.	Fails to introduce the paper.
Literature Review	Summarizes what each author or source had to say and draws some connections among these.	Summarizes what each author or source had to say.	Summarizes some but not all of the authors or sources listed.	Uses a large portion of quoted material from the text, little effort to summarize.	Few references used, little or no attempts to summarize, primary emphasis given to just one source.
Methodology	Describes each part of the methodology in a clear, well organized fashion.	Describes only part of the methodology used and related processes.	Describes only some of the instruments used, does not describe the related processes.	Does not clearly state the methodology used, the selection of processes used.	The narrative is insufficient to know what happened, how the task was approached.
	Clear and compelling statement of	Provides information related to most	States the findings with some support.	Findings are stated but no support or	Uneven coverage of the findings,

Element/ Criteria	4 points	3 points	2 points	1 point	No points
Findings (double points)	the findings, support for all statements, linkages found. Expresses rationale for any scanty or missing findings. States the limitation of findings.	of the findings and statements are generally well supported.		evidence is provided on how these were discovered.	vague statements and/or over generalized with little evidence.
Discussion (double points)	Thoroughly integrates readings as appropriate. Research experience and findings and notes are plausible.	Integrates some of the readings with the research project and discusses plausible implications.	Does a nice job of integrating what was discovered through the research process, and integrates one of the course readings and states one implication.	Relates superficially to two or three questions, provides limited support.	Does not integrate the research project with any of the course readings, does state any implications
Conclusion	Addresses all questions thoroughly and supports each one well.	Addresses three-fourths of the questions and provides support for most of them.	Addresses half of the questions and provides support for most of them.	Responds superficially to two or three questions, provides limited support.	Superficial response to one or two questions, little support for statements.
Total	36 points				

ASSIGNMENT SPECIFICATIONS: Reflection Paper (Due Week 7)

Sometimes, people are so engaged in their daily activities that they don't have time to step back and look at the larger picture. In this assignment, I want you to step back and think about your experiences in this course—the experience of taking it online, the discussions with your class, the materials assigned and read, the major projects, and knowledge gained. Using APA format and style standards, write a 1-3 page essay that takes the entire course into consideration and addresses the following questions:

1. **Has this course contributed to your further understanding of higher education administration? If so, what are the major ways that happened? If not, why?**

2. How has this course affected your professional development? What learning took place that affected you most? Why?

3. What do you think are the strengths of this course? What suggestions do you have for improving learning outcomes for this course?

4. If you had to give yourself a grade for this course, what would it be? Provide support for your answer.

Scoring Rubric for the Reflection Paper

Element/Criteria	36 points	27 points	18 points	9 points	No points
Reflection	Followed all instructions completely. Addressed all component parts of the reflection paper with good narrative flow and only 1-2 minor errors.	Followed all format instructions, well organized paper with 3-5 minor errors. Three of the four reflection questions addressed completely.	Generally followed instructions. Only two of the four reflection questions were completely addressed.	Scanty, superficial response. Vague or little connection to questions. Little evidence of reflection.	One word responses, poorly developed sentences or vague response without specifics.

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.

Attendance Policy for Undergraduate Courses

Attendance and participation are vital. Thus, students are expected to attend every class session, and to arrive on time – tardiness is undesirable and disruptive to your fellow classmates. This course has a strict requirement of documented, advance notification. If you are unable to attend any class session, you are to inform me (preferably by email) ***prior to*** that session. You need to provide a reason for your absence. Failure to provide advance notification will result in an unexcused absence. Be advised that poor attendance can affect your grade adversely

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