Georgia Southern University

College of Education
Department of Leadership, Technology, and Human Development

Course Syllabus: American Higher Education
EDLD 7430 NET
Fall 2017

Dr. Daniel W. Calhoun
Associate Professor

College of Education (COE) Room 3103
Phone: 912-478-1428
dwcalhoun@georgiasouthern.edu
Office Hours Tuesdays 9-12 or by appointment
Course Syllabus

Course title and catalog description

**Educational Leadership 7430** - American Higher Education: 3-0-3

This course is an introductory examination of the roles, functions, issues, trends, topics and activities in institutions of higher education and analyzes the evolution and organization of American higher education. Participants examine the dominant historical, philosophical, and social constructs which impact American higher education. Consideration will be given to the roles and missions of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities.

**Prerequisite**
Admitted to M.Ed. program or permission of instructor.

**Rationale for Course**
It is important for students to have an introduction to the evolutionary nature of higher education as a field of study and explore related research. It is essential to describe higher education characteristics, including an examination of the four sides of the higher education enterprise in light of historic and contemporary perspectives, approaches to the study of higher education, its form, function, and the strategic and contemporary issues facing the higher education administrator. Such an introductory survey course has been recommended by members of the higher education community of scholars associated with its varied learned societies.

**Course Objectives**
At the end of this course a candidate is able to:

1. Describe the historical and theoretical underpinnings of higher education as a distinct field of study.
2. Identify the purpose and rationale for the professional study and practice of education.
3. Describe concepts and theories regarding higher education in the United States.
4. Describe the various sides of the higher education enterprise that can also be viewed as areas of specialization.
5. Appreciate the diversity that exists in higher education professional practice in terms of decision making and problem solving.
6. Examine research, literature, and resources available for the study of U.S. higher education.
7. Prepare a higher education career trajectory.
8. Analyze a higher education institution utilizing the four sides of the enterprise.
9. Apply systems theory to the study of U.S. higher education.

**Relationship to COE Conceptual Framework**

The course objectives specifically address the four commitments that form the College of
Education's conceptual framework:

1. Commitment to the Knowledge and Dispositions of the Profession:

   Knowledge of the underlying constructs of Higher Education Administration is a fundamental element of the profession. Candidate learning activities are focused on professional knowledge specifically related to understanding the various components of Higher Educational Administration as illustrated in complex educational institutions.

2. Commitment to Diversity:

   Candidates are exposed to the various components of educational administration, including the diversity evident throughout Higher Education Institutions. Candidates focus on the role of diversity in higher education institutions and how the concept of diversity has changed the higher education landscape. Candidates research, write and discuss how these constructs impact all learners and employees of the institution.

3. Commitment to Technology:

   Candidates use technology to analyze and critique the various administrative constructs and to report their findings. Candidates use Folio to communicate with each other and to submit their written materials.

4. Commitment to the Practice of Continuous Reflection and Assessment:

   After experience in a higher education institution, candidates reflect on the relationship between their personal knowledge of the various constructs in comparison with other candidates. They also critique and assess the impact of their uses of the constructs on the performance of their educational institutions.

You will find the complete conceptual framework on the COE website (http://coe.georgiasouthern.edu/pdfs/cfram.pdf).

Structure of the course

During this course, you will encounter a number of learning modules based on the course objectives. The modules will direct you to resources such as readings in the course text, posted documents in PDF format, and/or sites on the Internet that are relevant for the course topics. Activities will vary from independent work to group discussions using the Folio discussion board or even the online chat! All assignments should be completed and submitted via the Assignment TAB of the Folio system unless otherwise directed.
Due dates for assignments will be included in the learning modules and on each assignment. Assignments are due in the Assignment Tab no later than 11:30 PM of the due date. Assignments received late may result in a lower grade.

Learning Modules will be posted by Tuesday of each week and assignments will be due the following Monday unless otherwise noted.

Expectations

Read all assigned material in the timeframe outlined on FOLIO so that you have the background and understanding to fully contribute to the class discussions and assignments. A key component of the course is to synthesize and discuss issues, knowledge, and experiences (as is appropriate in graduate level work). You will have the opportunity to do so online through thoughtful postings, videos, and discussions based on what you are learning in the course.

It is expected that ALL submitted work be well written and free of grammar and spelling mistakes. Points will be deducted from an assignment's overall grade if spelling or grammar errors are present. Use peer review appropriately to polish your written assignments prior to submission for a grade and make use of electronic tools such as the grammar check tool in your word processing software. If you would like or need extra help with your writing, please use the University Writing Center (http://class.georgiasouthern.edu/writingc/).

Another valuable resource is Strunk and White's The Elements of Style. It is a classic reference for writing, and it is available for free online at http://www.bartleby.com/141/.

All formal assignments should be submitted in APA format, in accordance with the 6th edition.

Online participation is required and candidates are expected to interact often and contribute insight into the discussion drawing from source material as well as your own experiences and opinions.

Required Texts


Recommended Resources


**Additional readings may be assigned and/or recommended throughout the term.**

**Electronic subscription requirements for the course**

There are two requirements for electronic subscription requirements as a part of being in this course. It is my hope you will keep your subscriptions active even after you have completed this course.

**Higher Education Administration Student/Alumni List-serv**

Each student in this course must join the Higher Education Administration list-serv (HIED_L). This will be a way for you to receive information your instructor thinks may be helpful for you to know. This information includes, but is not limited to job postings, conference opportunities, campus events and happenings, important dates, etc.

In addition, this list-serv is an open forum so students and alums can also pass on information of this nature as well. Please make a point to subscribe to the list-serv within the first week of class.

**Subscribing to the Listserv:**

1. Open your email program.
2. In the "To" field, type: listserv@georgiasouthern.edu
3. Do not type anything in the subject area.
4. In the message area, type: subscribe HIED-L

**Note:** If you typically use a signature in your email (your name and contact information), please turn this off or supress it before sending the subscription request.

**Sending a message to the Listserv:**

1. Open your email program
2. In the "To" field, type: HIED-L@georgiasouthern.edu.
3. Type whatever you like in the subject area.
4. Type your message in the message area.
5. Send the message.
6. You should get a confirmation that your message was sent (though you may not actually see the message in your inbox).

Any student subscriber is free to post or forward information to the list-serv. Please be mindful that the list-serv is a professional and networking resource with current students, staff, faculty, and alumni receiving any information posted. **Please note any replies to posts go to the ENTIRE LIST!**
Higher Education Electronic News

In addition to joining the HIED-L list-serv, each student should make a point to subscribe to a regular online news source for higher education. These services are free of charge and greatly inform your practice by providing you up to date information on current events in higher education. Examples include, but are not limited to:


*free email subscriptions can usually be found in upper right of the respective webpage
*The Chronicle is not free but you can view it free through GSU library

Instructional strategies / activities / technology:

The intent of the coursework is to link issues presented in the readings with the practical aspects of higher education finance in today’s milieu. To facilitate linkages among the issues presented during the course and learners’ own experiences, I expect students to

- read the weekly assignments,
- engage in dialogue with peers regarding questions and topics generated,
- discuss topics related to the study of American Higher Education,
- actively engage in large and small group discussions, problem-solving activities, and inquiry exercises,
- complete assignments, and
- integrate the use of technology into learning and research efforts.

Class Participation/Written and Video LM Assignments

As this is an online course, participation can be difficult to measure. It is important that you are an ACTIVE learner in this course. Participation will be measured through a variety of methods.

Most weeks, you will be expected to engage in discussion board posts and/or video reflections. For each module the discussion expectations will be described to you, but typically they will include you posting or recording your thoughts and then replying to at least two-three of your classmates. If you find a comment pertinent to your situation, or something you can respond to through experience or current concern or strong opinion, please post a reply.

Your active and thoughtful participation in discussion board activities is very important. You are expected to engage in a discussion through replies and failure to do so will lower your grade. The assigned readings should be done so you can contribute insightful ideas and questions and be prepared to respond knowledgeably and insightfully to the ideas and questions of others. It is your responsibility to actively contribute to the discussion.
In an effort to vary our learning methods, there will also be occasions where different “assignments” will be incorporated into the weekly learning modules in lieu of discussion posts. These “assignments” could include short papers, mock quizzes, reflections, or other ways that students can demonstrate an understanding of the module’s content. **Please note that for the video reflections you’ll need to use a webcam and upload a link to reflection video into the discussion board. Instructions will be included should you need help.**

**General Scoring Rubric for Participation**

- **38- 40 Points:** Superior participation shows initiative and excellence in work. The student helps to create more effective discussions and activities through his or her verbal and/or written contributions. Readings, videos, and writing assignments are completed on time and with attention to detail. In discussions and activities, comments to peers are tactful, thorough, specific, and often provide other students with a new perspective or insight.

- **36-38 Points:** Strong participation demonstrates active engagement. The student plays an active role in the class but does not always add new insight to the discussion at hand. Readings, videos, and writing assignments are completed on time and with attention. In discussions and activities, comments to peers are tactful, specific, and helpful.

- **34-36 Points:** Satisfactory participation demonstrates consistent, satisfactory work. Overall, the student is prepared for class, completes assigned readings, videos, and writings, and contributes to small group activities and large class discussions. Readings, videos, and writing assignments are completed on time. In discussions and activities, comments to peers are tactful and prompt, but could benefit from more attentive reading and/or specific detail when giving comments.

- **32-34 Points:** Weak participation demonstrates inconsistent work. The student may be unprepared for class, and may contribute infrequently or unproductively to discussions or small group activities. Readings, videos, and writing assignments are not turned in or are insufficient. In discussions and activities, comments to peers may be missing, disrespectful, or far too brief and general to be of help or to be insightful.

- **32 or less Points:** Unacceptable participation shows ineffectual work. The student may be completely unprepared, and not able to contribute to classroom discussions or small group activities. This student may be disruptive in class. Readings, videos, and writing assignments are not turned in or are insufficient. In discussions and activities, the student is completely unprepared, disruptive, and otherwise not participating. Or, the student is absent from class.

Points going toward your participation portion are ongoing and account for **40% of the final grade.**

**APA Practice Paper**

Identify a higher education administration topic that you may want to examine for a paper in the program (*note: this is just an exercise, so you do not have to actually write/research the entire*
paper; however, it should be original work, not resubmitting a version of something you have used in another course). Do a preliminary library search and web search on your topic and identify the following sources related to your topic to include in the paper:

- A book
- A chapter from an edited book
- A peer-reviewed journal article
- A website

Don’t worry too much about if these are the best sources or if they all work well together—this is an exercise in APA format and scholarly writing, not a heavily content-based assignment.

Write about a 2-3 page (double spaced) paper using these sources (meaning that each of the sources need to cited at least once within the paper). Think of this assignment as a topic overview paper.

In the paper you must include at least one correct example of ALL of the following:

- Paraphrase content and include a citation (1 point)
- Use a direct quotation and include a citation (1 point)
- Cite at least two sources in the same sentence (1 point)
- Cite a secondary source (i.e. as cited in . . . ) (1 point)
- Include a Reference Page with the full citations listed and correct format for all citations (2 points)
- Format the paper using APA (margins, fonts, paragraph format; running head, proper pagination, etc.) (2 points)
- Use at least two levels of headers in the paper (1 point)

You must also include a properly formatted title page AND reference page (not included in the page count). You do not need to include an abstract.

Instructor feedback will be provided in order for students to get a clear understanding of proper APA style and format. The instructor may allow an opportunity to resubmit this assignment, but students should submit their best effort in their initial submission.

This assignment is worth 10 points and constitutes 10% of final grade.
It is due on 9/4 by 11:30pm.

**Adopt-A-U Research Project**

The size, scope, and organization of colleges and universities vary widely from state to state. To help illustrate and understand the differences, each student in this course will select a college or university (other than Georgia Southern University) to study. It is suggested that you select an institution with a comprehensive and informative website.

Your adopted institution will provide information relating to the higher education concepts
presented in this course. You will prepare an executive summary (must fit on ONE page) and accompanying PowerPoint presentation that includes information on:

the type of institution (public/private), brief history, purpose or mission, curricula and degrees offered, demographics (faculty/students), student services provided, organizational and administrative structure, and governance employed. In addition, an analysis of how the institution employs the four sides of the institution – Academic Affairs, Student Affairs, Administrative, Governance -- must be included.

The assignments will be made following the initial class sessions so that students can begin their research. The research report will consist of a ONE page executive summary report and a PowerPoint presentation with accompanying notes (using the note function of PowerPoint, not a separate sheet) for each slide. In addition to clarifying and amplifying the content of the slide, use the note function of PowerPoint to provide the references for the data and information the slide contains.

You are required to designate your institution via google doc no later than 11:30pm on 9/11.

Institutions can only be used once, so if you see an institution listed already, you must select another one.

Your project will be evaluated based on several criteria. These include the depth and breadth of understanding you demonstrate about the institution; the appropriateness, effectiveness and insightfulness of your notes, models and diagrams; the content, clarity, and quality of your analysis and your writing, as well as the use of appropriate English composition (spelling, grammar, punctuation, syntax).

DUE on 10/2 by 11:30pm.
15% of final grade

Interview Report/Assignment:

Each student is required to interview a student affairs (or student affairs/higher education related) professional; i.e., each student is responsible for identifying an appropriate professional (the selected individual should be at the assistant director level or above (assistant director, associate director, director, dean, vice president, etc.) and have been in the field for a minimum of five years.

Each student is to develop a presentation documenting the experience AND his/her reaction to the information provided by the interviewed professional. Presentations can be done via powerpoint and then narrated and converted to youtube video by using Screen Cast Recording such as http://www.screencast-o-matic.com/ or some other method.
An outline for this Interview is provided towards in the “Course Information” section of FOLIO. Students are expected to comment on other students’ presentations.

The Interview/Report Assignment is to be uploaded to the Interview/Report Assignment Dropbox (for instructor evaluation) AND to the Interview/Report Assignment Discussion Board (for peer review). Students are expected to comment on each other’s’ Interview/Report Assignments on the appropriate Interview/Report Assignment Discussion Board.

This report constitutes **15% of your final grade and is due on 11/6 by 11:30pm**

**Higher Education Career Trajectory Paper**

The goal of this paper is for you to articulate your higher education career aspirations and trajectory. The paper should outline your reasons for choosing your particular field/graduate program, your personal/professional strengths and weaknesses, your career aspirations, and your personal philosophy on student affairs (or the area in which they are concentrating). The paper should be relatively in-depth in nature and reflect both research (what do I know from outside sources?) and individual introspection (what do I know about myself?).

Identify critical points or incidents that occurred in your own development and/or describe educational experiences that influenced your decision. Discuss your short and long-range career goals. Be sure to review sources such as *The Chronicle of Higher Education, Diverse Issues in Higher Education*, and www.higheredjobs.com (job advertisement sections) to discover required and preferred job qualifications for your future job. Also look over the professional competencies and related articles to assess your strengths and areas to improve upon. These qualifications may help you formulate your career trajectory.

This assignment will be graded using the following criteria (**these 5 components MUST be specifically included in the paper**):

- Student outlines a professional development plan that promotes long-range growth in higher education (including long and short term goals, areas of strength/weakness, and how you will meet gain/build on skills)
- Student describes how he/she uses current professional literature to promote professional growth
- Student describes how he/she uses/or will use professional organizations to promote professional growth—specifically mentioning conferences/meetings and involvement opportunities
- Student describes a mentoring relationship that contributed/or will contribute to professional growth
- Student describes collaboration opportunities (inside and outside of the profession) that promote professional growth

Some things to consider as part of the paper may be:
• Your reasons for choosing your particular field/graduate program including any critical points/incidents that influenced your career decision
• Your career aspirations and formulate a career trajectory
• Your short and long-range goals
• Identify required and preferred job qualifications for future job
• Identify your personal/professional strengths and weaknesses
• Discuss what you believe you will need to do to realize your career goal
• Develop your personal philosophy on student affairs (or the area in which you are concentrating).

You must also include a properly formatted title page AND reference page (not included in the page count). You do not need to include an abstract.

In addition to content, grammatical issues and APA format and style will factor into the grade.

Please limit your paper to no more than 10 pages (maximum).

DUE on FRIDAY, 12/1 by 11:30pm
20% of final grade

Evaluation/student assessment

In the completion of course work, I expect students to
• ask questions whenever the need arises,
• collaborate with colleagues in a professional manner,
• follow directions and complete all portions of assignments,
• write with clarity,
• demonstrate the ability to analyze and synthesize material,
• cite carefully and appropriately from the body of professional literature, and
• submit products that demonstrate pride in one’s work and attention to detail.

Written assignments will be evaluated as follows

• 40% Content quality (adherence to the assignment, completeness, appropriate length)
• 40% Clarity of expression (clear, concise writing; easy to read and understand)
• 20% Correctness of grammar, spelling, sentence structure, vocabulary, punctuation, and adherence to APA style

Other information about written assignments
• Create papers and assignments using word processing equipment double-spaced with 1" margins (sides, top, and bottom).
• Use a standard font (for example, Times New Roman), double spaced, with font size of 11 or 12.
• Submit all written assignments as email attachments through the course website.
- Proofread your paper and/or ask someone familiar with APA style to proofread your paper to double check for all of the items on which you will be evaluated.
- Written assignments submitted late will have points deducted.
- Paper format and style should be consistent with the *Publications Manual of the American Psychological Association (APA)*, 6th edition. NOTE: Some class activities/readings will be devoted to the key features of APA style. You are expected to familiarize yourself with APA style, as it is required throughout the program. For an excellent web resource for APA information visit the APA web site (http://www.apastyle.org).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Values/points</th>
<th>(due date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Practice Paper</td>
<td>10</td>
<td>(MONDAY September 4)</td>
</tr>
<tr>
<td>Adopt A U Project</td>
<td>15</td>
<td>(MONDAY October 2)</td>
</tr>
<tr>
<td>Interview Report</td>
<td>15</td>
<td>(MONDAY November 6)</td>
</tr>
<tr>
<td>Career Trajectory</td>
<td>20</td>
<td>(FRIDAY December 1)</td>
</tr>
<tr>
<td>Participation /Discussion Posts</td>
<td>40</td>
<td>(ongoing)</td>
</tr>
</tbody>
</table>

Total possible points 100

Note: Bonus points may be awarded for exceptional work and extraordinary contributions of learning opportunities for all class members.

**Letter Grade**

- **A** 91 – 100% of possible points
- **B** 81 – 90%
- **C** 71 – 80%
- **D** 60 – 70%

**University policies**

**Academic dishonesty**

Candidates at Georgia Southern University are an essential part of the academic community, and enjoy substantial freedom within the framework of the educational objectives of the institution. The freedom necessary for learning in a community so rich in diversity and achieving success toward our educational objectives requires high standards of academic integrity. Academic dishonesty has no place in an institution of advanced learning. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Instances of academic dishonesty are addressed consistently. All members of the community contribute actively to building a strong reputation of academic excellence and integrity at Georgia Southern University.

It is each candidate's responsibility to know what constitutes academic dishonesty and to seek clarification directly from the instructor if necessary. The Office of Judicial Affairs is located in Russell Union room 2023 (912 486-7301). Examples of academic dishonesty include, but are not limited to:

- Submission of an assignment as the student's original work that is entirely or partly the work of another person.
• Failure to appropriately cite references from published or unpublished works or print/non-print materials.
• Unauthorized copying of an assignment in computer programming, or the unauthorized examination or view of the computer, specifically during examinations.
• Possession and/or unauthorized use of tests, notes, books, calculators or formulas stored in calculators not authorized by the instructor during an examination.
• Providing and/or receiving information from another student other than the instructor, by any verbal or written means.
• Observing or assisting another student's work.
• Violation of the procedures prescribed by the professor to protect the integrity of the examination.
• Cooperation with a person involved in academic misconduct.

A candidate who has been accused of academic dishonesty will be asked to meet with the course instructor. The matter can be resolved informally at the College level and/or an academic sanction can be imposed. If the student opposes the decision, he/she may appeal to the College Dean.

**ADA statement**
Any candidate who has a disability that substantially limits learning in a higher education setting may contact the Student Disability Resource Center for information regarding their eligibility for reasonable accommodations. The Center is Building 805 and the office telephone number is 478-0666.

**Diversity**
Together, we maintain an intellectual culture that is accessible, disciplined, free, safe, and committed to excellence. By our behavior with one another, we endorse a cultural of diversity, celebrating the uniqueness of the individual and developing our understanding and tolerance of differences in gender, ethnicity, age, spiritual belief, sexual orientation, and physical and mental potential. We take responsibilities for sustaining a caring culture, nurturing growth and fulfillment in one another and in the larger communities of which we are a part. We insist on a culture of civility, united in our rejections of violence, coercion, deceit, or terrorism. We work to increase collaboration, cooperation, and consensus within rational dialogue characterized by mutual respect and consideration.

This is a responsible culture. We expect each member of our community to carry out responsibly his or her duties for preserving the integrity, quality, and decency of our environment and our discourse.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. Inside the classroom, the students are expected to respect the sanctity of the teaching/learning process by expressing respect for the faculty member as the organizer and guide through this learning experience, as well as for fellow students. Disruptive, disrespectful, discriminatory, harassing, violent and/or threatening behavior is explicitly prohibited.
Students are expected to be responsible for their own learning and, in return, can expect responsible teaching from the faculty member.

**Course Policies**

**Student email**
Georgia Southern University created an email account for you when you registered for classes. Please log into WINGS and look under personal information to find your email account, name and password. Your GSU email is your “official” email for the university, the department, and for this course.

**Responsible attendance and absences**
As an adult learner, you most likely have multiple roles and commitments to juggle. In addition to being a student, you may be an employee, a parent, a community leader, or a caregiver to a family member. If you are a full-time candidate, you are working to learn a wide variety of new skills and to meet the expectations for multiple courses. As your teacher, I too have many responsibilities and multiple roles. Therefore, we need to work together to accomplish the intended learning outcomes for this course.

Responsible attendance, even for an online course, means that you will plan your schedule so that you can manage your time and complete your assignments and assessments on or before the date on which they are due.

I will provide written notification of the change with a rationale for the change. ALL module sessions are mandatory even though they are online class sessions.

**Deadlines**
It is your responsibility to meet all of the deadlines for every learning module and course assignment. Assignments will be given due dates. Assignments not turned in on the designated due dates and times will be considered late and will have points deducted. I will accept late assignments up to one week after the original due date, barring serious extenuating circumstances.

**Class modifications**
Check the entry page of Folio for notices concerning changes / modifications to class made by your instructor. I will inform you of any changes via email. If there is a need to make adjustments in the schedule, I will provide written notification of the change with a rationale for the change.

**Course concerns**
If you have any concerns, whatsoever, about any of the assignments or your performance, please contact me via campus email (dwcalhoun@georgiasouthern.edu). Early questions result in better learning (for student as well as instructor).

**Ethics and professional behavior**
Students are expected to behave in an ethical manner at all times. Violations of the academic dishonesty policy will not be tolerated. The consequences of dishonest behavior will be commensurate with the activity to include, but not be limited to, a grade of 'F' for that activity or for the class, dialogue with administrators, and / or dismissal from the college. In the completion of course work, I expect students to

- ask questions whenever the need arises,
- collaborate with colleagues in a professional manner,
- follow directions and complete all portions of assignments,
- write with clarity,
- demonstrate the ability to analyze and synthesize material,
- cite carefully and appropriately from the body of professional literature, and
- submit products that reveal pride in one’s work and attention to detail.

**How to maximize this learning experience**

- Take charge of and be responsible for your own learning. Raise questions, probe, explore; go after what you need.
- Be open. Use your imagination, consider new possibilities and create something new for yourself.
- Give as well as receive. Give liberally to co-learners and be prepared to receive a great deal from them.
- Have fun. Plan to enjoy this opportunity to learn and to grow in many ways.

**USEFUL WEB RESOURCES**

- *Journal of Higher Education* [http://www.jstor.org/journals/00221546.html](http://www.jstor.org/journals/00221546.html)
- *Review of Higher Education* [http://muse.jhu.edu/journals/review_of_higher_education](http://muse.jhu.edu/journals/review_of_higher_education)
- *Change* [http://www.aah.org/change/index.htm](http://www.aah.org/change/index.htm)
- *Administrative Science Quarterly* [http://www.jstor.org/journals/00018392.html](http://www.jstor.org/journals/00018392.html)
- American Council on Education [http://www.acenet.edu/](http://www.acenet.edu/)
- American Association of Community Colleges [http://aacc.nche.edu](http://aacc.nche.edu)
- Association of Institutional Research [http://airweb.org/](http://airweb.org/)
- Association for the Study of Higher Education [http://www.ashe.ws](http://www.ashe.ws)
• Council for Higher Education Accreditation http://www.chea.org/
• National Association of College and University Business Officers http://www.nacubo.org/
• National Association of State Universities and Land Grant Colleges http://www.nasulgc.org/
• National Center for Postsecondary Improvement http://www.stanford.edu/group/ncpi
• National Center for Public Policy and Higher Education http://www.highereducation.org/
• Ohio Board of Regents http://www.regents.state.oh.us/