Higher Education Administration (EDLD 7431)
Course Syllabus
Spring 2018
3 Credits

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College of Education
Department of Leadership, Technology, &
Human Development
Course Overview, Outcomes, & Structure

Course Title and Catalog Description:

*Higher Education Administration (EDLD 7431)*

Overview of the evolution and organization of American higher education administration. Examines the dominant leadership and managerial themes shaping the nation's system of post-secondary education. Considers administrative and management precedents that shaped the structuring and management 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 this Course:
Current and future higher education administrators benefit from a knowledge of administrative and organizational theory and application. This course presents an overview of higher education organizational, administrative, and governance structures, leadership, decision-making and issues and utilizes systems theory to analyze their relationships. There is a focus on skills necessary to be an effective administrator and understanding the context in which administrators work.

This course is one of the prerequisite requirements for admission to the Ed.D. degree in Educational Leadership. It is designed for those preparing for a career in higher education administration.

Learning Outcomes:
Upon completion of the course, the student will be able to

- develop an understanding of the goals and purposes of American higher education and its role in American society.
- understand the historical origins and contemporary status of American higher education
- understand variations among postsecondary institutions and appreciate their diverse missions, goals, practices, and organizational cultures.
- understand the political precedents that shaped the structure and governance patterns observed in public and private higher education.
- become familiar with multi-cultural differences and the implications of diversity on higher education campuses.
- develop an acquaintance with the professional literature of higher education management and the ideas of some of its leaders.
- identify leaders of both national and state higher education communities, and to become familiar with the professional organizations through which the many interests of higher education are expressed and advanced.
Relationship to COE Conceptual Framework:
The course objectives specifically address the four commitments that form the College of Education's (COE) 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 education 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 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.

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 and videos, 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. All assignments should be completed and submitted via the Folio system unless otherwise directed.

**Weekly learning modules will be posted no later than Monday of each week and assignments will be due by 11:30pm the following Sunday unless otherwise noted.** Due dates for assignments will be included in the learning modules for each assignment. Assignments are due no later than 11:30 PM of the due date. Assignments received late may result in a lower grade.
Learner Expectations

Engaging with the material and applying it to your own understanding is critical to learning in this course. You are expected to read all assigned material in the timeframe outlined on Folio so that you have the background and understanding to contribute fully to the class discussions and assignments. A key component of the course is to synthesize and discuss issues, content, and experiences at an intellectual level reflective of graduate education. You will have the opportunity to do so online through thoughtful postings and discussions based on what you are learning in the course.

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

Furthermore, you are expected take pride in your work, including proofreading all submissions. Your work should 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. All formal assignments should be submitted in APA format, in accordance with the 6th edition. If you would like extra assistance with your writing, please use the University Writing Center (http://class.georgiasouthern.edu/writingc/).

Ethics and Professional Behavior:
You are expected to behave in an ethical manner at all times. Violations of academic integrity are taken very seriously. 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,
- proofread all written assignments,
- 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.

Learning Strategies:
The intent of the coursework is to link issues presented in the readings with the practical aspects of higher education administration in today’s milieu. To facilitate linkages among the issues presented during the course and your 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.
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.

Bottom line: You are expected to be responsible for your own learning and, in return, can expect responsible teaching from me.

Course Policies

Instructor’s Communication Policy:
Email is the quickest way to reach me, but I may be reached through any of the methods listed in this syllabus. I check e-mail daily beginning Mondays after 9am through Fridays at 5pm, and I agree to respond to your inquiries within 48 hours during this time. If I do not respond, please resend me the email.

Student Email:
When communicating directly with me on matters that pertain to this course, please utilize the e-mail feature in Folio. If you wish to communicate directly with me on a matter unrelated to this course, please use my Georgia Southern e-mail address (csorgen@georgiasouthern.edu). All general communication to the class for this course (e.g., announcements, clarification on assignments, etc.) will occur through the e-mail feature of the course’s Folio website. Further, you must be aware that all official communication from Georgia Southern University will utilize your student e-mail address that is assigned by the university; and, it is this e-mail address that university officials will use when the need arises to communicate with you individually. I regularly communicate using Folio email and strongly suggest forwarding your Folio email to your primary account.

Responsible Attendance:
As an adult learner, you 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 instructor, 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 for an online course means that you will plan your schedule so that you can manage your time. You are expected to devote at least six hours each week to this course.
Responsible attendance also includes completing your assignments and assessments on or before the date when they are due.

**Deadlines:**
It is your responsibility to meet all of the deadlines for every learning module and course assignment. Assignments will be given due dates and those not turned in on time will have points deducted. I may accept late assignments but you must request an extension prior to the due date.

**Course Modifications:**
If there is a need to make adjustments in the schedule or activities, I will provide written notification of the change via email. Also, check the News page of Folio for notices concerning changes / modifications to the course.

**Course Concerns:**
If you have any questions or concerns about any of the assignments or your performance, please contact me via Folio email. Keep in mind, early questions result in better learning.

**Required Texts:**

Additional readings may be assigned and/or recommended throughout the term and will be posted in the appropriate folder on Folio.

### Structured Learning Activities (Assignments)

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<thead>
<tr>
<th>Activities</th>
<th>Values/points</th>
<th>Due date</th>
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</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>400</td>
<td>on going</td>
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<tr>
<td>Weekly Assignments</td>
<td></td>
<td></td>
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<tr>
<td>Infographic Assignment</td>
<td>100</td>
<td>February 11, 2018</td>
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<tr>
<td>Critical Issue</td>
<td>200</td>
<td>March 11, 2018</td>
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<tr>
<td>Perspective Paper</td>
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<td></td>
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<tr>
<td>Field Observation - Peer</td>
<td>100</td>
<td>April 16 &amp; 23, 2018</td>
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<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Field Observation - Final</td>
<td>200</td>
<td>April 30, 2018</td>
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**Total possible points** 1000

Note: Bonus points may be awarded for exceptional work and extraordinary contributions.

**Letter Grade**

<table>
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<th>Percentage</th>
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<tbody>
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<td>100 - 91%</td>
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<tr>
<td>B</td>
<td>90 - 81%</td>
</tr>
<tr>
<td>C</td>
<td>80 - 71%</td>
</tr>
<tr>
<td>D</td>
<td>70 - 61%</td>
</tr>
<tr>
<td>F</td>
<td>Below 61%</td>
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Higher Education Administration (EDLD 7431)
Spring 2018 – Dr. Sorgen
Georgia Southern University
Class Participation/Weekly Assignments
It is important that you are an active learner in this course. 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; typically, they will include you posting or recording your thoughts and then replying to at least two of your classmates. The assigned readings should be completed prior to your post 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 by applying course content to the practice of higher education administration. Your weekly discussion posts will be assessed using the Discussion Rubric on Folio.

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, quizzes, reflections, or other ways to demonstrate your understanding of the module’s content.

First Day Easter Egg! For reading this syllabus on or before the first day of class, you will receive 10 bonus points. Please send me a Folio email with the subject “Easter Egg” by 11:30pm on Monday, January 8, 2018 to receive 10 bonus points for being a good student!

Infographic Assignment - Due February 11, 2018
Displaying data in educative ways is an important skill in higher education administration. This activity requires you to create a one-page infographic that supports an office, department, or program in higher education. You will retrieve national and/or institutional data and compare (or nest) data from your chosen office, department, or program. You should foremost think about the purpose of the infographic and be creative with how you display the data.

Critical Issue/Perspective Paper – Due March 11, 2018
For the purposes of this assignment you will develop and prepare a 1500 word issue paper from the perspective of a senior-level higher education administrator (i.e., President, Provost/Vice-President for Academic Affairs, Vice President for Student Affairs, Vice President for Business and Finance, or other position [requires instructor approval]).

Specifically, you will review and select a contemporary higher education issue from a list provided in the corresponding Folio folder. The paper should target a specific higher education institution of your choice and include information relative to the actors/constituents, institutional context, background, impact, importance of the issue, and a plan for resolving or addressing the issue. The paper will also include a summary that connects the assigned readings to the issue addressed where applicable.
Field Observation – Due April 16 & 30, 2018
You will attend an open meeting in higher education, take field notes, and write a synopsis of the meeting. Each candidate will select a meeting from the following list of meetings/events to attend as an observer:

- Board of Regents/Regents Committee Meetings
- University Faculty Senate
- University Board of Trustees Meeting
- Administrative meeting (faculty, student services office, etc.)*

*Administrative meetings must be approved. If you have an idea for an alternative meeting, please contact me.

You will complete a critical analysis of the observed meeting including copies of your expanded field notes and a written synopsis of the meeting (5 pages minimum) for electronic submission using the Folio dropbox. The synopsis must provide an overview (context) of the meeting/event (i.e., describe the purpose/participants) and relate your observations to the principles, theories, or empirical research from our assigned readings. For details on how the assignment will be assessed, please review the rubric in the corresponding Folio folder.

Written assignments will be evaluated as follows:

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

Additional information for written assignments:

- 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.
- Word count or page length does not include your title page, references, or appendices.
- Create papers and assignments using word processing equipment double-spaced with 1" margins (sides, top, and bottom).
- Use a standard font, double spaced, at size 11 or 12.
- Submit all written assignments through the Folio site, unless otherwise instructed.
- Written assignments submitted late will have points deducted.
University Policies

Academic Integrity:
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. Georgia Southern University considers academic integrity as essential part of each candidate's personal and intellectual growth. Academic dishonesty has no place in an institution of advanced learning. 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. 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.

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 course, dialogue with administrators, and/or dismissal from the college. 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. The Office of Student Conduct is located in Russell Union 912-478-0059.

Diversity:
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. 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 culture 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 abilities. 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.

In order to accomplish the above-mentioned expectations and responsibilities, everyone must engage in certain specific behaviors. 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.

**Religious Observances:**
If religious observance will affect your ability to complete learning activities, please contact me in advance to make alternative arrangements.

**Support Services for Students with Disabilities:**
Students in this course who have a disability that might prevent them from fully demonstrating their abilities should contact an advisor in the Student Disability Resource Center sdrc@georgiasouthern.edu; 912-478-1566 as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements. A request for accommodation should be presented to the course instructor at the beginning of the course, or as soon as appropriate.

**Recommended Resources:**

