Department of Foundational & Graduate Studies in Education
Program in Adult & Higher Education
EDAH641 Academic and Administrative Problems in Education
Online course
Fall 2010

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Office Hours: by appointment

Prerequisites: Admission to graduate program in Adult and Higher Education.

Catalog Description: The catalog describes this course as "Selection, assignment, guidance, evaluation, payment, promotion, and retirement of academic personnel; organization and development of curricular policies, and instructional resources." Using texts and supplemental material provided by the instructor to highlight major aspects of these areas, students will have the opportunity to practically explore any number of thee areas in depth through exploration of real and timely changes in the field.

Field Experience Hours: N/A

Conceptual Framework Theme:

"Community Engagement: A Light to and From the Mountains"

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia – preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. Thisstatement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities

Out of this vision flow the following critical outcomes: *Informed Decision making, Holistic Education, Collaboration/Coalition Building,* and *Empowerment*.

Conceptual Framework Outcomes (CFO's):
The Unit and the faculty with individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty-first century skills needed to make an optimal contribution to "whole" student learning in educational settings.
2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively "bridge the gaps" (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes/Goals: At the conclusion of this course, student will be able to:

1. Compare, contrast, and critique academic and administrative issues in higher education;
2. Identify some of the key findings and trends in research on higher education;
3. Analyze and understand select challenges in higher education (e.g., selection, assignment, guidance, evaluation, payment, promotion, and retirement of academic personnel; organization and development of curricular policies; and instructional resources;
4. Develop informed perceptions about real academic and administrative challenges pertinent to professional or personal interests;
5. Identify specific aspects of select issues that must be addressed in meeting, and/or formulating proposed, practical solutions to such challenges;
6. Express views with critical, logical, and documentary support;
7. Analyze and synthesize ideas through original writing.

To successfully complete this online course, students must know or independently learn a minimal amount of computer, database and internet technology. As a requirement of this course, students must be able to navigate websites and conduct online searches for necessary research-based information, communicate with computer and online vehicles (e-mail and Blackboard discussion posting), format documents in Microsoft Word format, post documents to appropriate forums, and navigate between multiple documents and multiple document types simultaneously.

Textbooks: *Required* textbooks are just that – they are required for the course and will be used as the fundamental references within the course. *Recommended textbooks* are for your reference. They compose a bibliography of books on the course subject that would be good to read and possibly have in your personal academic library.

Required Texts:

Bousquet, M. (2008). *How the University Works: Higher Educaiton and the Low-Wage Nation.* New York: New York University Press. ISBN 0814799744.

Smith, P. (2008). *The Quiet Crisis: How Higher Education is Failing America.* Bolton, MA: Anker Publishing Company. ISBN 1882982703.

Recommended Texts:

Newman, F., Courturier, L., & Scurry, J. (2004). *The Future of Higher Education: Rhetoric, Reality, and the Risks of the Market.* San Francisco: Jossey-Bass. ISBN: 0787969729.

Zemsky, R., Wegner, G., & Massey, W. (2006). *Remaking the American University: Market-Smart and Mission-Centered.* New Brunswick, NJ: Rutgers University Press.

Altbach, P.; Berdahl, R., & Gumport, P. (Eds.). (2005). *American Higher Education in the Twenty-First Century: Social, Political and Economic Challenges* (2nd Edition). Baltimore MD: Johns Hopkins University Press.

Required Supplemental Readings: Will be posted on Blackboard by the instructor.

Assignment Descriptions:

Program: Adult & Higher Education **Course: Academic and Administrative Problems in Higher Education (EDAH641)**	
Assessment (point value)	**Description**
Blackboard Discussion Participation (150 points)	For each scheduled reading, students are to post commentary in the appropriate Discussion Forum. Forums will be noted by dates, and students should reference the syllabus to ensure they are on track with the reading timeline. Certain questions may be posted by the instructor in the Discussion forum. If so, all students need to ensure they have responded specifically to the question(s) presented. If no instructor-led questions are present, then students need to post their thoughts about the readings (possibly something is of noted interest, you may have questions or concerns for others, you may provide a reflection of the reading, etc.) Postings are expected to be well-thought, well-written, and posted by the by the dates noted. It is expected that these responses engage fellow students in the spirit of academic discourse. Postings such as "nice post" or "I totally agree with you" are neither academically engaging nor appropriate for graduate level work. Final grades for discussion board participation are administered based on pertinence, level of critical engagement, and academic thoughtfulness of the postings throughout the term.

Article Review and Critique (2 such assignments valued 100 points each)	This assignment is designed to encourage independent research into higher education, and to help students develop research interests and topics for the Research Paper and Final Action Project. Each of these review/critique assignments must contain no more than two direct quotations, and must be double-spaced. Students are to first present a review of the article, and then finish with a brief critique. When students critique journal articles, they must select one article with a primary emphasis that is relevant to issues of diversity and multiculturalism within the context of academic and administrative problems in higher education. (Additional information will be posted under the Course Documents tab for students who don't have a firm understanding of the different aspects of a review and a critique.)
Book Review (150 points)	Students must review a book outside of the two required course texts, which relates to a specific area(s) of personal interest under the umbrella of academic and administrative problems in higher education. The review must be written in APA 6th edition format, contain a maximum of 3 direct quotations, and fully synthesize the selected book within 4-6 pages.
Major Paper (250 points)	This assignment is designed to facilitate individual student research interests related to academic and administrative challenges in higher education and to work in conjunction with the Final Action Project. Students are free to choose a topic of interest that identifies a real, current, academic or administrative issue to which they have reasonable access for gathering theoretical and practical information. Students **must** select a diversity-related theoretical foundation for this paper. The paper must serve to enhance the understanding and practical application of this theoretical construct within higher education. Students are encouraged to begin the assignment early and to design their article reviews and Final Action Project around this particular area of personal and professional interest. This paper should be 7-10 pages in length, in APA 6th edition format, containing less than 5 direct quotes, and utilize a minimum of 7 independent scholarly references (three references must be the two articles chosen for the article review/critique assignments as well as the independently selected book.
Final Action Project (250 points)	Once the background of the challenge has been thoroughly reviewed in the article reviews and Major Paper, students should contact an institution of Higher Education and interview one or more administrators, staff or faculty. The interview should focus on your selected research area (an area which is a challenge in academics or administration). Students should gather information about the specifics of the challenge at that particular institution and what is currently being done to meet the challenge. Students are

	encouraged to share insights with interviewees and take part in discovering solutions. The Project should culminate in a paper that combines the overall focus of the Major Project Paper and the results and insights gained from interviews and interaction with interviewees. Students are free to use institutions they or friends work for, and also to use challenges in which they are currently involved in their own professional work. This paper will be 10-15 pages in length, does not have to be in 100% formalized APA format, but does need to be presented in a logical, uniform manner – double-spacing is required in the body of the text.

Grading:

- Blackboard discussion participation: 150 points
- Article review/critique 1: 100 points
- Article review/critique 2: 100 points
- Book review: 150 points
- Major Paper: 250 points
- Final Action Project: 250 points

Grading Scale:

90-100% (900-1000 points)	= A	(Superior graduate-level work)
80-89.9% (800-899 points)	= B	(Average graduate-level work)
70-79.9% (700-799 points)	= C	(Below average graduate-level work)
60-69.9% (600-699 points)	= D	(No credit – computed at 0.0 GPA points)
<60% (0-599 points)	= E	(No credit – computed at 0.0 GPA points)

Note: Please be aware of your individual program guidelines pertaining to grades of C or below. No graduate program at MSU permits D's or E's for satisfactory completion of any degree requirement. Many programs limit the number of C's that students can use toward a graduate degree (typically a limit of 2). Graduate grading scales are different than undergraduate scales. In grad school, B's are considered 'average', and as an undergraduate, a grade of C would have been considered 'average'.

Instructor Policy on Incomplete Work:
It is NOT my policy to issue a grade of 'Incomplete' unless all three of the following criteria are met:

- *More than 3/4 of the work has been satisfactorily completed for the course;*
- *The student expects to be able to complete the work by midterm of the following semester;*
- *The non-completion of work has been due to extreme and unforeseen Individual/Personal/Family hardship or circumstance for which the instructor was made fully aware in a timely fashion.*

Attendance Policy: This online course has no mandated physical attendance.

Course Calendar: A detailed course calendar is provided at the end of this syllabus.

Diversity: This course promotes understanding issues of diversity and multicultural influences within the broad framework of academic and administrative issues in higher education. When students critique journal articles, they must select one article with a primary emphasis that is relevant to issues of diversity and multiculturalism within the context of academic and administrative problems in higher education. In addition, students are encouraged to develop their major project around an area pertaining to diversity, although this is not an explicit course requirement.

Campus Safety (for classes meeting on MSU campus): Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency
evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Course Structure: This course is being presented entirely online this semester. All students are expected to read the weekly assignment, engage in the Blackboard discussion, and complete/submit all assignments on time.

Assignment Revisions:
The article review/critiques, book review, and major paper can be revised and re-submitted. These revisions must enhance the originally submitted work; students cannot totally re-do the project (example: students cannot select different articles to critique for the revision). It is expected that students will take note of the instructor's commentary, and make changes as deemed appropriate and necessary. Article review/critique revisions are due **no later than 7 days after the graded assignment is initially returned to the student**. Book review and major paper revisions are due **no later than 14 days after the graded assignment is initially returned to the student, OR by the last regular scheduled day of class – whichever comes first.**

Academic Integrity:
Students are expected to adhere to the highest standards of academic honesty. Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. Any verified instance of plagiarism will be dealt with according to the published MSU standards. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at
http://www.moreheadstate.edu/advising/index.aspx?id=8311

Timeliness of Assignments:
Please adhere to the posted due dates. Students are provided with a full calendar of the entire semester within one week after the start of the course. If you anticipate an issue that may prohibit you from completing an assignment on time, then you should be pro-active and start working on this assignment early. Any assignment received more than 24 hours after the posted due date will result in a 25% reduction in possible points. Assignments that are submitted late are not eligible for revisions. Please contact the instructor if you experience a circumstance that would require special consideration.

Policy for Accommodating Students with Disabilities
In compliance with the Americans with Disabilities Act (ADA), all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services, the students should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/. Professional staff from the MSU Academic Services Center (ACS) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ACS staff to accommodate the needs of students enrolled in departmental classes.

FERPA
Educational records are kept by University offices to facilitate the educational development of students. Faculty and staff members may also keep informal records relating to their functional responsibilities with individual students.

A federal law, the Family Educational Rights and Privacy Act of 1974 (aka FERPA, aka the Buckley Amendment) as amended, affords students certain rights concerning their student educational records. Students have the right to have some control over the disclosure of information from the records. Educational institutions have the responsibility to prevent improper disclosure of personally identifiable information from the records.

EDAH641: Academic and Administrative Problems in Higher Education
Course Calendar: Fall 2010

Week	Dates	Topics	Assignment	Due
1	Aug. 23-28		**Post short bio to Discussion**; **read syllabus, purchase texts, decide upon personal area of interest for article review/critiques, Major Project, and Final Applied Project.**	
2	Aug. 30-Sept. 4	Introducing the text (reasons for its existence)	Read Smith, pp. viii-xxv, 3-42; post to Discussion.	

3	Sept. 6-11	Experience and Learning	Read Smith, pp. 45-74; post to Discussion.	
4	Sept. 13-18		No Reading Assignment; no post to Discussion.	Article Review Due 11:59pm Sept. 18
5	Sept. 20-25	Diversity and Technology	Read Smith, pp. 75-106; post to Discussion.	
6	Sept. 27-Oct. 2		No Reading Assignment; no post to Discussion.	Article review Due 11:59pm Oct. 2
7	Oct. 4-9	Thoughts on The Future	Read Smith, pp. 109-159; post to Discussion.	
8	Oct. 11-13	Introducing the text (reasons for its existence).	Read Bousquet, pp. xiii-xviii, 1-54; post to Discussion.	
	FALL BREAK: OCT 14-15			
9	Oct. 18-23		No Reading Assignment; no post to Discussion.	Book Review Due 11:59pm Oct. 23
10	Oct. 25-30	University Economy, Faculty vs. Management	Read Bousquet, pp. 55-124; post to Discussion.	
11	Nov. 1-6	Dissenting opinions	Read Bousquet, appendix A and B; post to Discusion.	
12	Nov. 8-13	The student	Read Bousquet, 125-156; post to Discussion.	
13	Nov. 15-20		No Reading Assignment; no post to Discussion.	Research paper Due 11:59pm Nov. 20
14	Nov. 22-23	Management	Read Bousquet, pp. 157-185; post to Discussion.	
	THANKSGIVING BREAK, NOV. 24-27			
15	Nov. 29-Dec. 4	"Academic Labor"	Read Bousquet, pp. 186-209; post to Discussion.	
16	Dec. 6-11		Wrap up discussions; finish course.	Final Action Project Due, **Dec. 11 by 5:00 PM.**
*	Dec. 13-17 FINALS WEEK			

* This class has no comprehensive final exam. The last regular day of the semester is December 11.