

EDLD 7371: CONTEMPORARY ISSUES IN HIGHER EDUCATION LEADERSHIP AND ADMINISTRATION FALL, 2017

EDLD 7371 is a required course for Developmental Education Administration Doctoral Program

College of Education, Department of Educational Leadership

Instructor: Dr. Nara Martirosyan

TEC 327H

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Office hours: Online and by appointment.

Class Format: Online; Synchronous sessions will be arranged and required.

Class day and time: Online

Class location: Online using Blackboard Course Management System

Course Description: Students will develop leadership skills in higher education through the integration of knowledge, skill and practice in finding effective solutions for student success strategies, cultural proficiencies, and enrollment management initiatives. Through research, collaboration, and independent inquiry, this course will address academic advisement, developmental education, and other higher education initiatives in preparation for higher education leadership. Credit 3.

Textbooks:

Required:

Boylan, H. R., & Saxon, D. P. (2012). Attaining excellence in developmental education: Research-based recommendations for administrators. Boone, NC: National Center for Developmental Education.

Leaming, D. R. (2007). *Academic leadership: A practical guide to chairing the department* (2nd ed.). San Francisco, CA: Jossey-Bass.

Recommended Reference Book

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Objectives: The following objectives will be met during this course:

- 1. Develop administrative/leadership competencies and skills needed by higher education administrators.
- 2. Evaluate internal and external forces shaping issues in higher education administration and leadership.
- 3. Examine, evaluate, and provide solutions for challenging issues at higher education institutions.



- 4. Explore enrollment management initiatives and student success strategies, including academic advisement, learning support initiatives and developmental education.
- 5. Work in a collaborative online environment to identify successful strategies, issues and solutions.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Gaining factual knowledge (terminology, classifications, methods, trends).

Important: Learning to apply course material to improve thinking, problem solving, and decisions.

Course/Instructor Requirements:

- Synchronous sessions will be arranged and required (please see the course schedule for specific dates/times). Zoom, GoToMeeting or Skype will be used for synchronous sessions.
- All assignments should be prepared in APA 6th Edition format. All outside ideas and work developed by another author must be cited, otherwise you are likely engaging in plagiarism. Plagiarism will result in a zero grade, and may have other implications as mentioned in the academic dishonesty policy. Please take this seriously. Also, be aware that all students' written work submitted via TunItIn will be automatically checked against hundreds of thousands research and scholarly works. TurnItIn will identify anything in the essay or paper that matches or closely matches with others' work and provide detailed report. Additionally, if you have access to TurnItIn via your institution, DO NOT submit your assignment to TurnItIn and test for possible plagiarism before submitting to this course. Any assignment submitted that way will be returned for a complete rewrite.
- All assignments should be submitted by the due date/time indicated in the Course Schedule document. Late assignments will not be accepted.
- Students' written work will be evaluated 75% on content (i.e., addresses issue, answers question, depth, detail, logic, analysis, facts) and 25% on mechanics (i.e., APA style, clarity of writing, grammar, punctuation, syntax, spelling). Evaluation of participation in asynchronous discussions will be based on the content of students' comments, the questions they raise and their responses to the questions or comments of other discussants. To receive full credit for participating in a discussion, the student must make a minimum number of substantive contributions to the discussion as specified in Discussion Forum Guidelines available on Course Website in Blackboard.
- The instructor reserves the right to make minor changes in the assignments as the course progresses. If such changes become necessary, students will be notified via the course Bb announcement section.



Course Outline

Assignments

Weekly Assignments/Discussions

About once each week, we will cover a new topic. There will be assignments relevant to the topic and often that will include a text-based discussion on the course platform. **Discussion Forum guidelines are posted under the Course Information section of Bb**. Although discussion forums will occur asynchronously, they will be comparable to the discussions that might take place in a traditional classroom.

Mid-Term Paper

Within the first week of the semester, the instructor will post a list of potential topics to consider for your mid-term paper. You may also suggest a topic however; the topic must be approved by the professor before proceeding. The goal will be to research a topic, discuss relevant issues, and critically analyze the implications to higher education. Please see the Mid-Term Paper guidelines in the Course Information Section for more details.

Case Study

This is a two-part assignment that will span through the entire semester. Specifications for this assignment are posted under the Course Information section of Bb. Initially, you will need to interview a college administrator (Dean's level or higher). The goal will be to garner the opinion of this administrator about the most pressing challenges in higher education. Over the course of this two-part assignment, you will research some of the issues and propose solutions.

Role Playing Activity

In this role playing activity, students will play different leadership roles (various chairs or VPs) to secure funding for their respective departments/units. Specifications for this assignment will be provided later.

Student Presentation

Students will prepare and deliver a PowerPoint Presentation on teaching in a totally online environment. Presentations will be delivered via Zoom or GoToMeeting. Specifications for this assignment will be provided later.

Grades

Students' grades will be calculated using the following scale:

A = 91% or above

B = 81% - 90%

C = 61% - 80%

F = 60% or below

Below is the summary of course assignments along with points to be awarded.

	Points
Weekly Assignments	190
Mid-Term Paper	50
Case Study Part I	50
Case Study Part II	50
Role Playing Activity & Student Presentation	60
Total	400



Schedule

				Due Date	Point
1	Aug 23 - Sept 3	Syllabus/Course Expectations/Introductions/Orderin g books	1. Online meeting	TBD/ 6:00pm. CST	Value 10
			2. Discussion Forum on Contemporary Issues in Higher Education	Sept 4*	10
			3. Case Study Part I	Sep 24	50
2	Sep 4-10	Leadership and Administration in Higher Education: Duties and Responsibilities of Chairpersons, Leadership Styles	4. Discussion Forum	Sep 10*	10
			5. Reflection Assignment	Sep 10	15
			Due date for submission of mid-term paper topic	Sep 10	
3	Sep 11-17	Finance Issues: Budget and Financial Management	6. Research assignment	Sep 17	15
			7. Role Playing Activity/Synchronous Session	TBD/Oct 8	30
4	Sep 18-24	Personnel Issues	8. Discussion Forum	Sep 24*	10
			3. Case Study Part I due	Sep 24	
5	Sep 25 - Oct 1	Enrollment Management Issues	9. Discussion Forum	Oct 1*	10
			10. Research Assignment	Oct 1	15
6	Oct 2-8	Breather Week/Midterm paper	11. Midterm paper due	Oct 8	50
			7. Role Playing Activity Due	TBA/Oct 8	
7	Oct 9-15	Characteristics of College students	12. Discussion Forum	Oct 15*	10
			13. Case Study Part II	Nov 29	50
8	Oct 16 - 22	Student Success Strategies: Academic Advisement	14. Definition of academic advising	Oct 22	10
			15. Discussion Forum	Oct 22*	10
9	Oct 23 - 29	Developmental education and learning support programs	16. Research Assignment	Oct 29	15
10	Oct 30- Nov 5	Best practices in developmental education (Section 2)	17. Discussion Forum	Nov 5*	10
11	Nov 6-12	Leadership support for developmental education (Section 1)	18. Group Work	Nov 19	30
12	Nov 13-19	Technology in Higher Education: Challenges and opportunities	19. Student presentation	TBD/ Dec 3	30
13	Nov 20-26	THANKSGIVING BREAK	Happy Thanksgiving!		
14	Nov 27 - Dec 3	Completion of a Case Study Part II & Student Presentations	19. Student presentation due	TBD/ Dec 3	
			13. Case Study Part II due	Nov 29	
15	Dec 4-7	Course Wrap-Up	20. End-of Semester reflection board	Dec 7	10

^{*} Please review the discussion forum guidelines for specific due dates for your postings. The due date indicated in this document reflects the last day of the discussion.



Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - o Procedures in Cases of Academic Dishonesty #810213
 - O Students with Disabilities #811006
 - o Student Absences on Religious Holy Days #861001
 - o Academic Grievance Procedures for Students #900823_
- SHSU Academic Policy Manual-Curriculum and Instruction
 - o <u>Use of Telephones and Text Messages in Academic Classrooms and Facilities</u> #100728
 - Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
 - o Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
 - o Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.



College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.