



HIED 5365 Academic Affairs in Higher Education Spring 2018

**College of Education
Department of Educational Leadership**

Instructor: Dr. Sheila A. Joyner
P.O. Box 2119/SHSU
Huntsville, Texas 77341
E-mail: saj014@shsu.edu or sheila.joyner@shsu.edu

Office hours: By appointment

Day and time the class meets: online

Course Description: This course provides a study of the factors and influences that have affected the development of instruction and curriculum in higher education including the role of faculty and the administrative relationship with faculty. Policies and procedures for designing, implementing, and evaluating curriculum at the college level will be examined. The objectives of general education in higher education curricula are emphasized including accreditation trends, issues and problems. Emphasis is on curriculum theory and practices in goal setting, planning, instructional improvement, and curriculum design is designed to introduce students to an array of theoretical and practical orientations to leadership in higher education institutions.

Course Design:

The course will present opportunities for each class member to engage in learning more about his/her own academic philosophy, values, and priorities as applied to academic issues. Extensive use of application and case study will provide the student both self-knowledge of academic leadership dilemmas and knowledge of common policies and practices in college and university academic affairs divisions.

Course Objectives:

The readings and assignments in this course are designed to:

1. Analyze significant issues, problems, and possibilities that confront academic administrators of higher education in the U.S.
2. Gain an appreciation for the role that resource management plays in the achievement of instructional outcomes.
3. Develop and justify the processes related to the use of data in curriculum development.
4. Differentiate and assess the variety of curriculum models, their strengths, and applications.
5. Compare and contrast the roles of stakeholders, climate, and organizational culture in the process of academic administration.
6. Develop multiple approaches to accreditation requirements in higher education.
7. Examine and respect the concept of shared governance in instructional and curricular issues including faculty academic freedom.

IDEA Objectives: In this course, our focus will be on these major objectives (as assessed by the IDEA course evaluation system):

1. Learning fundamental principles, generalizations or theories.
2. Learning to apply course material to improve thinking, problem solving, and decisions making.

Textbooks:

Required:

Martin, J. and Samuels, J. E., (2015). *The provost's handbook: The role of the chief academic officer*. Baltimore, MD: John Hopkins University Press.

Recommended Reference:

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

NOTE: *The instructor will provide additional reading materials for several of the units.*

Conceptual Framework Statement:

CONCEPTUAL FRAMEWORK: Through programs dedicated to collaboration in instruction, field experience, and research, the candidates in Sam Houston State University's Educator Preparation Programs acquire the knowledge, dispositions, and skills necessary to create a positive learning environment. Employing a variety of technologies, these candidates learn to plan, implement, assess, and modify instruction to meet the needs of communities' diverse learners.



College of Education Information:

Please be advised that the College of Education conducts ongoing research regarding the effectiveness of the program. You will receive one survey in the final semester prior to graduation regarding the operations of the unit during your time here. A second survey will occur within one year following graduation from or completion of a program, and will be sent to you and to your employer. This survey will focus on the preparation received at SHSU. Please remember that your response to these surveys is critical to SHSU program excellence.

Course Policies:

- **Late assignments will not be accepted.** All assignments are due on the date indicated in the course calendar no later than 11:59 p.m. You may submit your assignments as an attachment to an email or via Blackboard.
- Assignment format must be APA (6th edition) and be submitted as a WORD document (Times New Roman 12 point font) if not otherwise directed.
- Time requirements to successfully complete this course during the semester will total 6-8 hours per week on the average. Be sure you log in to the course at least twice weekly for class information and requirements. Any changes to assignments, required content, due dates, etc. will be posted on the NOTIFICATIONS section of the course menu.

- The course “Professionalism Policy” requires that all be treated with respect. During required class discussion and online postings, all class members will participate on a level that illustrates critical thinking and high-level inquiry.
- **Email.** All email communications will come to your SHSU email address. If you do not check your SHSU email address, please make sure that it is forwarded to an email account that you do read.

ACADEMIC DISHONESTY:

All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. For a complete listing of the university policy, see: [Dean of Student's Office](#).

STUDENT ABSENCES ON RELIGIOUS HOLY DAYS POLICY:

Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20....” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence.

University policy 861001 provides the procedures to be followed by the student and instructor. A student desiring to absent himself/herself from a scheduled class in order to observe (a) religious holy day(s) shall present to each instructor involved a written statement concerning the religious holy day(s). The instructor will complete a form notifying the student of a reasonable timeframe in which the missed assignments and/or examinations are to be completed. For a complete listing of the university policy, see: <http://www.shsu.edu/~vaf/www/aps/documents/861001.pdf>

STUDENTS WITH DISABILITIES POLICY:

It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Students with disabilities that might affect their academic performance are expected to visit with the Office of Services for Students with Disabilities located in the Counseling Center. They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Counseling Center and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Counseling Center. For a complete listing of the university policy, see: http://www.shsu.edu/~vaf_www/aps/811006.pdf

GRADED ASSIGNMENTS/EXPECTATIONS

I. PARTICIPATION: Throughout the semester, there will be opportunities for points based on your active participation and engagement in the class and with your fellow classmates. These participation activities will vary. Some of these activities appear in the course calendar. Some will be added throughout the semester by the instructor

You must check in “to class” a few times each week to make sure you do not miss any of the participation points.

II. DISCUSSION BOARD: Discussion Boards are typically open for seven days--Tuesday through Monday. Discussion Boards are set up to allow for ALL students to respond to the prompt question *before* any student responds to a student post. A grading rubric for the Discussion Board can be found in the Course Documents section of the Menu.

In the DISCUSSION BOARD mode, students are required to respond to the original “prompt” question provided by the instructor within the three three days of the Discussion Board opening date. You are also required to respond to a comment or question presented by a fellow classmate to your original post. In addition, on one of the final four days of the Discussion Board, you must respond to at least two fellow classmates on two different days. *You may not make your original post and your response post to fellow students on the same day.*

Discussion Board Standards: Your original post responding to the discussion topic/question prompt should be thoughtful and thorough. **You must include at least one specific reference to the text readings, lecture material or outside research in your answers, followed by your own analysis of the question.** Part of your points (10 points) for your Discussion Board entries will be based upon how well you reference resource material. *(Points are posted during the following week to the online grade book where students can see them, and if I deduct points during the early Discussion Boards, I let students know why their responses were not given full credit. Early feedback should result in progressively better responses as the semester develops.)*

In your responses to classmates (two posts on two separate days), I expect the same degree of thoroughness and thoughtfulness, though you do not need to cite references in these entries. Responses such as “I agree with you on this” will not be viewed as sufficient for discussion points, so explain why you agree or disagree, and provide justification for your response. The two posts are each worth 10 points each for a total of 30 points per Discussion Board.

III. CASE STUDIES: Students will be given individual case studies and asked to address/solve the issues. You may be asked to share your case and analysis with the class. Unless instructed otherwise, follow the guidelines below for completing Case Study assignments. These are not APA formatted.

CASE STUDY OUTLINE/CONTENT:

Step 1. Identify the problem clearly and concisely and refer to any pertinent information.

Step 2. Analyze the case using **multiple approaches** to the solution. Provide at least TWO options for resolving the problem.

Step 3. Identify the ONE overall resolution to the case study that you determine to be the best solution. Justify your choice and predict the outcome after your solution has been implemented.

YOU WILL USE THE STEPS ABOVE AS THE OUTLINE FOR YOUR WRITTEN ASSIGNMENT.

IV. JOURNAL ARTICLE REVIEW: This assignment is a two-page review of a specific topical article on academic affairs from a *higher education journal* and should include an analysis of the application of theory. The article focus must be related to the topic of the course material being studied at that time. You must use an article from **a higher education journal** for this assignment.

Using the reflective mode, you should include the following: *describe, analyze, appraise and transform*. **These four components will be the title of each section of your paper:**

Describe. This section includes a basic description or summary of the article/research content.

Analyze. This step involves digging deeper. The "why" of the research or author's content/perspective and the "how" it relates to leadership issues, theories, and/or circumstances. In this section, you will determine the author's purpose—why did he/she believe that this research/content needed to be done—this is the author's justification for the content of the article. Therefore, focus on how the author justified his work—not whether or not you agree. That comes in the next section.

Appraise. The actual assessment as **you interpret and make a judgment** about the author's methodology, sample choice, conclusions, significance to or impact on higher education leadership, etc. This is the section where you are critical (or supportive) of how the author came to his/her conclusion or position, did he/she use a good research method and have enough people in his sample, did he/she contribute anything useful to the study of higher education leadership, etc.

Transform. This section presents an opportunity for growth. *Here you describe what you learned and how you can apply this to your current position or development as a higher education leader.* Use insight gained from reflection of your own opinions, perspectives, and practices as a leader. Did the information from this article transform you? Remember—you can learn both what to do and what not to do from the article.

V. POSITION PAPER: There are two position paper assignments due during the semester. Specific topics are provided within the unit being studied. This assignment is typically 5-6 paragraphs in length. You **MUST** cite at least one reference within your paper. Preferable the reference will be from a higher education journal. Additional instructions are found in Blackboard.

CRITERIA FOR GRADING WRITTEN ASSIGNMENTS

Before considering the content, errors (of any type) diminish the quality of the paper. Any submission including **over THREE errors** will not be considered an “A” paper. Therefore, after three errors, you start with a “B” grade when considering the remaining content, format and quality including additional errors.

REWRITE:

For a few of the early assignments, you may be given an opportunity to “rewrite” the assignment if you have several errors and/or if the content is inadequate. No grade will be reported until the rewrite is submitted. You will have three days to make the corrections and re-submit your paper. A paper submitted as a “rewrite” may NOT receive a grade above a “B” on the assignment.

WHEN WRITING, consider the following:

- Mechanics: Is there an absence of spelling, grammatical, and typographical errors?
- Writing Style: How well organized, well written, and readable is the material?
- Documentation: Is there evidence of original thinking? How adequately is literature reviewed? How adequately are the references cited in the text? Do references and citations follow APA guidelines?
- Presentation: How complete is the treatment of the problem or topic? Does the paper develop a thesis in a logical fashion, elaborating points as necessary?
- Analytical Thought: How adequate is the analysis of information presented? Is the presentation accurate and free of bias and/or how well supported is the analysis?

GRADING SCALE: The point range per letter grade is found below. If you do the math, you will find that to earn an “A” in this course, you must get at least 93% of the points available, for a “B” grade you need 84% of the points available and for a “C” grade you need 73% of the total points available.

NOTE: No one assignment makes or breaks your grade in this class.

Realizing that some assignments are worth more than other, you should balance the energy you devote to each project, keep up with due dates, and make sure you come “to class” a few times per week.

Journal Article (2 x 50)	100 points
Position Paper (2 x 50)	100 points
Discussion Board (4 x 30)	120 points
Participation Points	30 points
Case Study (4 x 50)	200 points
TOTAL	550 points

A – 550-511 points

B – 510-462 points

C – 461-401 points