



**Department of Foundational & Graduate Studies in Education
Program in Adult & Higher Education
EDAH641 Academic and Administrative Problems in Education
Online course
Fall 2011**

Instructor: Dr. Melanie S. Jones
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Office Hours: By appointment, Monday through Saturday, 10am-8pm

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 these 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. This statement 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 Education 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.

Tuchman, G. (2009). *Wannabe U: Inside the Corporate University*. Chicago: The University of Chicago Press. ISBN 0226815307

Recommended Texts for Personal Student Library:

Newman, F., Courtourier, 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. **[This is a required text in Dr. Jones' EDAH644 Principles of Higher Education course.]**

Required Supplemental Readings: May 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
Article Review and Critique (2 such assignments valued 100 points each)	This assignment is designed to encourage independent reading into higher education, and to help students develop research interests and topics for the Individual Scholarly Paper and 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.)
Individual Scholarly 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 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

	<p>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 8-10 pages in length, in APA 6th edition format, containing less than 5 direct quotes of no more than 35 words each, and utilize a minimum of 7 independent scholarly references (two references must be the two articles chosen for the article review/critique assignments).</p>
<p>Integrative Group Project (250 points)</p>	<p>Students will work with the instructor to develop groups with shared interests and/or professional responsibilities in order to complete this assignment. The goal is to foster collaboration, shared thought, critical analysis and small-group discussion of topics pertinent to Administrative Issues in Modern Higher Education Administration. In this assignment, students will combine readings from the course texts other selected scholarly references that are dated 2007-2011. Together, the group will create a group project which synthesizes these works with highlight/focus on the major topic focus area that is individual to each group. There is no prescribed format for the project, and students are encouraged to maximize their use of technology. (The creation of a 'powerpoint' presentation alone is not sufficient to meet the minimum qualifications of this assignment.)</p>
<p>Action Project (200 points)</p>	<p>Once the background of the administrative challenge has been thoroughly reviewed in the article reviews and Individual Scholarly 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 scholarship 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 Action 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 do NOT extend re-submit any part of the scholarly paper in this assignment.) 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, in APA 6th edition format.</p>
<p>Scholarly Debate (100 points)</p>	<p>There will be 2 discussion debate forums, where classmates will debate a focus topic that is chosen by the instructor. The debate is intended to foster critical analysis of a topic. The debate is scholarly in nature, implying that opinion or general personal reference are not appropriate matters of discussion, unless opinion is expressly asked to be presented. Each of these debate forums will be open for approximately 3 weeks,</p>

	and students are expected to engage in the forum a minimum of 2 times per week.
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Grading:

- Article review/critique 1: 100 points
- Article review/critique 2: 100 points
- Individual Scholarly Paper: 250 points
- Integrative Group Project: 250 points
- Action Project: 200 points
- Scholarly Debate: 100 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 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.*
- *The student was up-to-date with all coursework on the last date that MSU states as the date of course withdrawal.*

Attendance Policy: This online course has no mandated physical attendance, but students are required to maintain active course participation, which is defined by the instructor as logging into the system and checking messages/posts a minimum of two times per week.

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.

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 at the beginning of the academic term. 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 1-24 hours after the posted due date will result in a 25% reduction in possible points. Any assignment received 25-48 hours after the posted due date will result in a 50% reduction in possible points. Any assignment submitted more than 48 hours after the due date will not be accepted. 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 2011

Week	Dates	Topics	Assignment	Due
1	Aug. 22-27		Post bio to Discussion; read syllabus, purchase texts, begin thinking about personal area of interest for article review/critiques, Individual Scholarly Paper, and Action Project.	
2	Aug. 29-Sept. 3	Introducing the text (reasons for its existence); Experience, Reflection	Read Smith, pp. viii-xxv, 3-74	
3	Sept. 6-10	Diversity	Read Smith, pp. 75-89	Article Review/Critique #1 due 9-10-11 by 11:59pm
4	Sept. 12-17	Technology	Read Smith, pp. 91-106	Article Review/Critique #2 due 9-17-11 by 11:59pm
5	Sept. 19-24	The future of higher education	Read Smith, pp. 109-159	
6	Sept. 26-Oct.1	Introducing the Bousquet text, Informal Economy of the "Information University"	Read Bousquet, pp. xiii-xviii, 1-89 DEBATE #1	

7	Oct. 3-8	Faculty vs. Administration	Read Bousquet, pp. 90-124 DEBATE #1	
8	Oct. 10-12	The college student; University Management	Read Bousquet, pp. 125-185 DEBATE #1	Individual Scholarly Paper due October 12 th by 11:59pm
	FALL BREAK: OCT 13-15			
9	Oct. 17-22	Academic Labor, dissenting views	Read Bousquet, pp. 186-209, Appendix A, Appendix B DEBATE #1	Debate #1 will close on October 15 th at 11:59pm
10	Oct. 24-29	Corporate University – transformation, conformation, managerialism, centralism	Read Tuchman, pp. 1-111 DEBATE #2	
11	Oct.31-Nov.5	Corporate University – teaching, learning, accountability	Read Tuchman, pp. 112-151 DEBATE #2	
12	Nov. 7-12	Corporate University – planning, the professoriate, compliance	Read Tuchman, pp. 152-209 DEBATE #2	Debate #2 formally closes on November 12 th at 11:59pm
13	Nov. 14-19		Work on group project	
14	Nov. 21-22		Work on group project	Integrative Group Project due by Nov. 22 nd @ 11:59pm
	THANKSGIVING BREAK, NOV. 23-27			
15	Nov. 28-Dec. 3		Work on Action Project	
16	Dec. 5-10		Work on Action Project	Final Action Project Due Dec. 11 by 5:00 PM.
*	Dec. 12-16 FINAL WEEK			

* This class has no comprehensive final exam. The last regular day of the semester is Dec. 9th.