HED 6500 Basic Understandings in Higher Education   3 hrs. Administration

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Course Description. This course provides an introduction to the U.S. higher education system. The course analyzes the characteristics of successful universities. The course will include the development of a foundation of higher education issues including but not limited to the development of curriculum, faculty, governance, finance, strategic planning and outcomes in higher education.

Rationale for Course. This course is one of the required core classes for the Masters of Science in Higher Education Administration degree.

Learning Objectives:

- The students will research the basic concepts underlying successful higher education institutions.
- The students will acquire key terminology relating to higher education history, administration, governance, and teaching.
- The students will develop a background in the good practices necessary to administer institutions of higher learning.
- The students will utilize information concerning accreditation, standards, and assessment.
- The students will use case studies to analyze problems in higher education.
- The students will develop an understanding of strategic planning as it relates to higher education.

Academic Integrity*:* Mississippi College students are expected to be scrupulously honest. Dishonesty, such as cheating or plagiarism, will be regarded as a serious offense subject to severe penalty including, but not limited to, loss of credit and possible dismissal.

Outline of topics to be covered in the course:
- Governance in Higher Education
- Assessment & Accreditation in Higher Education
- Strategic Planning in Higher Education
- Managing Higher Education
- Characteristics of Successful Institutions of Higher Education
- Marketing a university/college

Methods of instruction:
The instructor will use an on-line format enhanced with many articles to read. Bulletin board discussion and chat room discussion groups will be a regular part of the class. The students will complete research assignments. Each student will choose a book from the list given in this syllabus and then complete a 7-page written book report. Each student will build a portfolio containing a sample of each piece of work assigned.

Required text:

Shattock, M. (2003). *Managing Successful Universities*. New York, NY: McGraw-Hill.

The following books are on reserve at Leland Speed Library. These books are also available through other libraries that may be located through the database FirstSearch [http://newfirstsearch.oclc.org/done=referrer;FSIP]. Access information: user: 100117800 / pswd: hxd6fever

Choose one of these books to read for your book report:

Upcraft, M. L., Gardner, J. N., & Barefoot, B. O. (2004). *Challenging and Supporting the First-Year Student.* San Francisco: Jossey-Bass. **Call no. 378.198 Up1C**

Kuh, G. D., Kinzie, J., Schuh, J. H., Whitt, E. J. (2005). *Student success in college*. San Francisco: Jossey-Bass. **Call no. 378.198 St94K**

Kezar, A. J., Chambers, A. C., Burkhardt, J. (2005). *Higher education for the public good*. San Francisco: Jossey-Bass. **Call no. 378.01 H537**

Cheldelin, S. I. & Lucas, A. F. (2003). *The Jossey-Bass academic administrator's guide to conflict resolution*. San Francisco: Jossey-Bass. **Call no. 378.194 C417a**

Chan, J. F. (2003). *The Jossey-Bass academic administrator's guide to meetings*. San Francisco: Jossey-Bass. **Call no. 658.456 C36a**

Barr, M. J. (2002). *The Jossey-Bass academic administrator's guide to budgets and financial management*. San Francisco: Jossey-Bass. **Call no. 378.106 B27a**

Rosse, J. G. & Levin, R. A. (2003). *The Jossey-Bass academic administrator's guide to hiring*. San Francisco: Jossey-Bass. **Call no. 378.11 R734**

Benfari, R. C. (1999). *Understanding and changing your management style*. San Francisco: Jossey-Bass. **Call no. 658.409 B436u**

Dooris, M., Kelley, J. & Trainer, J. F. (2004). *Successful strategic planning*. San Francisco: Jossey-Bass. **Call no. 378.73 Su18**

Braxton, J. M., Hirschy, A. S., McClendon, S. A. (2004). *Understanding and reducing college student departure*. San Francisco: Jossey-Bass. **Call no. 378.1691 B739u**

Westfall, S. B. (2007). *The small college dean*. San Francisco: Jossey-Bass. **Call no. 371.4047 Sm18**

Townsend, B. K. & Dougherty, K. J. (2007) *Community college missions in the 21st century*. San Francisco: Jossey-Bass. **Call no. 378.1 C737**

Banta, T. W. (2007). *Assessing student learning in the disciplines*. San Francisco: Jossey-Bass. **Call no. 378.73 As74**

Palloff, R. M. & Pratt, K. (2007). *Building virtual learning communities*. San Francisco: Jossey-Bass. **Call no. 378.17 P179b 2007**

Johnstone, S. M. & Assoc. (2007). *Advancing campus efficiencies*. San Francisco: Jossey-Bass. **Call no. 378.1 J657a**

Revisiting outcomes assessment in higher education. (2006). Westport, CT: Libraries Unlimited. **Call no. 378.166 R327**

Maxwell, J.C. (1999). The 21 indispensable qualities of a leader: becoming the person that people will want to follow. Nashville, TN: T. Nelson. **Call no. 158.4 M451t**

Crosling, G., Thomas, L., Heagney, M. (2008). *Improving Student Retention in Higher Education.* New York: Routledge Taylor & Francis Group. **Call no. 378.1691 lm7**

Harper, S.R., Quaye, S.J. (2009). *Student Engagement in Higher Education.* New York: Routledge Taylor & Francis Group. **Call no. 378.197 St94**

Dembo, M.H. & Seli, H. (2008). *Motivation and Learning Strategies for College Success, Third Addition.* New York: LEA Taylor & Francis Group. **Call no. 378.198 D393m 2008**

Course assignments/assessments

Assignments are given at the end of each lesson. These assignments must be submitted in a Word document and attached to email. Students' assignments are due at the end of each week, and a reduction in grade will be made for late assignments. Then the instructor will give you feedback and a grade on the individual assignment. This feedback is to be used to enhance the assignment and turn it in a portfolio at near the end of the semester. The portfolio should be organized like a three-ring paper notebook. Include the question you are answering and then your answer.

During weekly chat sessions, students will be graded on their ability to ask pertinent questions and critically discuss issues related to the learning activities of the class. Class attendance will be checked. Please notify me if you are to be absent.

Each assignment should be developed as a Microsoft Word document. You should save the document prior to sending it. Only Word documents will be considered.

Methods of evaluating student progress: Students grades will be derived using the following:

Written test(s)	40%
Assignments and participation	30%
Book report	10%
Portfolio	20%

Grading Scale:		
	95-100	=A
	91-94	=B+
	85-90	=B
	81-84	=C+
	75-80	=C
	71-74	=D
	70 & below	=F

Technology Requirements

You are required to have a computer, email, and Internet access to enroll in this course. The course is delivered via online instruction. In addition, you will be required to use Word in completing your assignments. Since the professor will be providing comments in an electronic format, the students will be required to participate in a Microsoft tutorial at this website:
http://office.microsoft.com/training/training.aspx?AssetID=RC011600131033&pid=CR061958171033.
It takes approximately 30-50 minutes to complete.

Policy on Instructional Modification for the School of Education:
Students with disabilities who need reasonable modifications to complete assignments successfully and otherwise satisfy course criteria are encouraged to discuss services needed with the instructor as early in the course as possible to identify and plan specific accommodations. You may be asked to supply a letter from your family physician or other documentation that will assist in planning modification(s).