CRN 30945, ELAD 6323

Organization and Governance in Higher Education

Course Information

Instructor: Les Wyatt
Meeting day/time/place: Completely online and wholly asynchronous
Office: Online
Office Hours: 10 am to 10 pm daily
Office Phone: None
Email: leswyatt@astate.edu

Textbook and Materials

Reading materials:

     A. Required textbook: Hendrickson, R. M., Lane, J. E., Harris, J. T., & Dorman, R. H. (2013). Academic Leadership and Governance of Higher Education: A Guide for Trustees, Leaders, and Aspiring Leaders of Two- and Four-Year Institutions. Sterling, VA: Stylus.

        A used paperback textbook is preferable, and is available through the A-State bookstore and online textbooks vendors.

     B. Required subscription: Daily News Update: Weekly News Update: Inside Higher Education. Washington D. C. This is a free subscription: please indicate daily and weekly feeds.
        https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters

     C. Additional online readings, if any, are cited in lesson guides.

Required technologies:

The student must have access to a computer with reliable broad-band Internet access, and the current version of the Chrome browser, which is a free application download. The student must have sufficient computer literacy to use online libraries/databases, computer networks to locate and store files, and/or effective use of online search tools, and proper citation of information sources. The course has been written and is updated using Google Chrome.

This course content is written in Blackboard Learn and all technologies of this learning management system are provided through Blackboard. All assignments for the course are integrated within Blackboard, and all course communications will be posted and recorded in Blackboard as a permanent record.

All exchanges between the instructor and students will be through Blackboard or through email (rather than social media platforms) in order to preserve a record of our exchanges.

Purpose and Goals/Learning Outcomes

Course Description:

ELAD 6323. Organization and Governance in Higher Education. The study of leadership in higher education for the purpose of familiarizing college and university personnel with organization and governance in higher education institutions. (2019-20 A-State Graduate Bulletin, page 306).

The purpose of the course is to introduce students to the structures that are organized to support institutions of higher education. The interaction of those structures is how the institutions are governed in shared governance systems.

The course does not presume or require any course prerequisites or prior professional experiences. The following Program and Student-Learning Outcomes are directed to students who are beginning a career in student services, or have limited employment experience in the field.

Program Outcomes:

This course contributes to the following program-level student learning outcomes for the MS in College Student Personnel Services program:

- Students in the A-State CSPS master's program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within legal and political contexts; design, implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.

- Students in the A-State CSPS master's program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

- Students in the A-State CSPS master's program will acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice-based issues.

Course Level Student Learning Outcomes:

Cognitive
- Demonstrate knowledge of the mission and core values of American higher education institutions

- Describe how successful academic leaders bring diverse individuals and interests together around a shared vision and mission based on common values
- Explain the relationship between theory and practice of leadership skills as demonstrated in experiential examples in contemporary higher education settings

Behavioral
- Demonstrate skills in finding contemporary and comparative information in inform decision-making
- Demonstrate capabilities to effectively present evidence-based opinions
- Demonstrate capabilities to analyze reports and data to inform strategies for actionable leadership

Affective
- Define how leadership and governance can be used to shape positive outcomes in higher education
- Identify potential interest for career work as a leader in higher education

Course Requirements

Descriptions of course requirements related to learning outcomes

There are four assignments each week of the course. The assignments are made each Sunday at 1:00 a.m. Assignments may be submitted at any time, but not later than midnight Saturday of the same week:

In each of the weekly modules there is:

- an assigned reading in the text. The reading assignments relate to the course objective to define how leadership and governance can be used to shape positive outcomes in higher education.
- a quiz based on the reading. The quiz relates to the course objective to demonstrate knowledge of the core values of American higher education institutions.
- a requirement to find and post a digital article based on the reading. These articles relate to the course objective to demonstrate skills in finding contemporary and comparative information.
- a requirement to post at least two comments related to the posted article or comments of another student. The comments relate to the course objective to demonstrate capabilities to present evidence-based opinions.

Weekly assignments throughout the course

- Each week each student must find and post a digital article URL that is related to the week's assigned reading. The article should reinforce and reflect the reading content. Each student must: 1) cite the page of the text to which the article corresponds; and, 2) give an explanation of what the article states. Article assignments may be posted at any

time, but not later than midnight Saturday of the assignment week. An example of an acceptable article and citation posting format is included in Module 1. Five points are possible for each week's article post. <u>Twenty-five</u> points are possible for all articles.

- In conjunction with each week's reading assignment and related to the articles posted by other students, each student will post comments on the course discussion board about the article, or another student's comments about an article. You must cite an authoritative source as the basis for your comment or opinion. A minimum of two comments and related sources must be posted each week by each student. Comments and related sources may be posted at any time, but not later than midnight Saturday of the assignment week. Five points are possible each week for commentary posts, two for the first posted comment and related source, and three points for the second comment and related source. <u>Twenty-five</u> points are possible for all commentary and source postings.

There is no mid-term exam. There is no final exam.

Grading

Weekly assignment grades and the course final grade are determined in this way:

- Five weekly quizzes with a possible 10 points each: 50 points possible on quizzes.
- Five weekly article URL's, citation of text page reference, and explanation of relevance to the text; 5 points possible each week: 25 points possible throughout the course.
- Five weekly comments by each student, offering two or more comments and authoritative sources for the comments or opinions each week in response to other student's articles, or to other student's comments. Five points are possible each week based on comments and sources; 25 points possible throughout the course.

There are 100 points available for quality participation throughout the course.   Point totals are cumulative each week and, added together at the end of the course, produce a total score that is compared against this grading scale to define the final course grade:

a. A= 90 points and above
b. B= 80-89 points
c. C= 70-79 points
d. F= 0-69 points

Policies

Policies rationale: the College Student Personnel Services program is designed for entry into the higher education workplace. Requirements and policies for this course reflect typical workplace expectations of all employees, and on occasion the heightened expectation for leaders.

Participation policy: participation each week of the course is expected, in order to simulate best practices in the workplace. Participation is demonstrated by weekly student postings that include

sharing information and an authoritative basis of information with, and evaluating information shared by a colleague, as would be the practice in the workplace.

If a student fails to post for whatever reason excusal must be sought in advance of the stated deadline, as would be the case for absence in the workplace. Assignments are not accepted after the stated deadline unless prior approval is granted by the instructor. There is no provision for make-up or extra credit work if required assignments are missed.

Timeliness policy: submission of material on a timely basis is expected, as is the best practice in the workplace. Postings are expected during the week of a given assignment. The grade may be lowered for failure to submit materials on a timely basis, as the failure may affect the ability of others to complete their assignments, as would be the case in the workplace. All students are held equally to the stated deadlines.

Any student who emails the instructor for any issue may expect a reply within 12 hours. Assignments will be graded the day following the deadline. The instructor may offer comments to the student for interaction about any assignment posted before Saturday.

Students with disabilities policy: aspects of this course will be modified as appropriate to accommodate students with disabilities. Students who have special needs related to disabilities that have been documented by the A-State Office of Access and Accommodation Services should inform the instructor as early in the course as possible to arrange for appropriate modifications. Students who have not documented a disability with the Office of Access and Accommodation Services must do so before requesting modifications.

If this applies to you, please contact the A-State Office of Access and Accommodation Services, 972-3964.

Academic misconduct policy: this course follows the A-State Academic Misconduct Policy found at: http://www.astate.edu/a/student-conduct/files/Student+Handbook+1415+22415.pdf

Makeup work: all assignments must be submitted by midnight Saturday of the week's lesson. No credit is awarded for late submissions unless an exception was approved by the instructor before the deadline. There is no provision for make-up or extra-credit work.

Email: all exchanges between the instructor and students are conducted using email, instead of social media platforms, so that a permanent record of the exchange may be kept by all participants. The instructor invites and encourages exchanges with students. The instructor may be reached at leswyattatt@astate.edu from 10am to 10 pm daily, throughout the course.

Attendance: we will not have a synchronous element to this course; all assignments are asynchronous. There are no face-to-face meetings.

Course Outline
(Tentative and subject to change when notified in writing by the instructor)

July 6-11
BLACKBOARD MODULE 1
    Introduction to the course
    Principles of Academic Leadership
    Understanding Academic Organizations
    Global Engagement of Colleges and Universities
    Read pages 1-77 of the course text.

July 12-18
BLACKBOARD MODULE 2
    Federal Engagement in Higher Education
    State and Local Government's Relationship with Higher Education
    The Courts and Higher Education
    The Engaged College or University
    External Influences and the Role of Supporting Organizations
    Read pages 83-217 of the course text.

July 19-25
BLACKBOARD MODULE 3
    Trusteeship
    The Academic Presidency
    Read pages 219-264 of the course text.

July 26-August 1
BLACKBOARD MODULE 4
    Governance of the Academic Core
    Academic Departments and Departmental Leadership
    The Faculty
    Read pages 267-332 of the course text.

August 2-6
BLACKBOARD MODULE 5
    The Student Experience
    Planning, Assessment, and Budgeting
    Read pages 339-389 of the course text

August 7
    Final course grades posted