

Syllabus for
GCSE 723—Organization/Administration of Higher Education
3 Credit Hours
Summer Institute 2013
June 12-15, 2013

The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.

I. COURSE DESCRIPTION

Examines the scope of the organization and administration of higher education institutions. Helps professionals in higher education develop and refine competencies to enhance administrative skills and performance. Designed to help those active in administrative processes and functions in higher education institutions, regardless of size, to survive and prosper in the 21st century.

II. COURSE GOALS

The purpose of this course is to enable the student to do the following:

- A. Relate biblical leadership practices to the administrative process in higher education.
- B. Examine the organizational structure with focus on the role and responsibilities of the governance board and leadership team in higher education institutions.
- C. Explain the mission, complex operations, activities, and administrative concepts in higher education institutions.
- D. Understand major issues in higher education administration: legal, assessment, diversity and policy.

III. STUDENT LEARNING OUTCOMES FOR THIS COURSE

As a result of successfully completing this course, the student will be able to do the following:

- A. Demonstrate an understanding of institutional mission and promote godly leadership practices in higher education within diverse constituencies.
- B. Demonstrate competencies in understanding the organizational structure and identifying the leadership team in an higher education institution and the roles and responsibilities of each unit.
- C. Demonstrate competency in defining the roles and responsibilities of the governing board of an institution in higher education.
- D. Demonstrate competency in analyzing and addressing legal, assessment, diversity, and policy issues in. Higher education administration.

IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

A. Required Textbooks

1. Altback, P.G., Gumport, P.J., and Berdahl, R.O. (Eds). (2011) *American higher education in the twenty-first century: social, political, and economic challenges*. (3rd ed.) Baltimore: The Johns Hopkins University Press. ISBN 9780801899065 Paperback
2. Kouzes, J.M., & Posner, B.Z. (2003). *The Jossey-Bass academic administrator's guide to exemplary leadership*. San Francisco: Jossey-Bass. ISBN 9780787066645

B. Resources on reserve in the Library.

1. McClellan, G.C., Stringer J., Associates. (Eds.). (2009). *The Handbook of the Students Affairs Administration*. (3rd ed.). San Francisco: Jossey-Bass. ISBN 9780787997335

V. POLICIES AND PROCEDURES

A. University Policies and Procedures

1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
5. Students are to be in compliance with University, school, and departmental policies regarding ePortfolio requirements. Students should consult the ePortfolio handbooks for requirements regarding general education and the students' majors.
 - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
 - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.

B. School and/or Department Policies and Procedures

1. Independent Study, Dissertations, or Internships
 - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper

reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.

- b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
 - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
2. In-Class Studies (or All Other Studies)
- a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
 - b. Students who miss class for University-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
 - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6th edition.
 - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.

C. Course Policies and Procedures

1. Evaluation Procedures

- a. The grade is a composite of performance based on the following:

Pre-Assignment	20%
Class Participation	20%
Leadership Essay	10%
Post Assignment	30%
Final Exam	<u>20%</u>
Total	100%
- b. Grading scale:
 - A=90-100%
 - B=80-89%
 - C=70-79%
 - D=60-69%
 - F=Below 60%

- c. All graduate students are expected to make an A or B. A grade of C will result in a student being placed on probation. Two or more grades of C or below will result in a student being suspended from graduate school.
- 2. ePortfolio Requirements

Each student will prepare those artifacts necessary to indicate that the specific activities identified for this course have been completed in a satisfactory manner. The artifacts will be compiled in an ePortfolio format as prescribed by the School of Education.
- 3. Other Policies and/or Procedures
 - a. “Consistent with Section 504 of the Rehabilitation Act of 1972 and the Americans with Disabilities Act, ORU ensures that no **‘qualified individual’** will be denied reasonable accommodation in the form of modifications of policies, practices, and/or procedures.” Students with disabilities who wish to access services should contact their professor(s) and the Office of Disability Services at ext. 7355 to initiate the process.
 - b. The student is responsible for:
 - (1) Completing all reading assignments.
 - (2) Attending all regular class meetings and examination periods.
 - (3) Completing all special assignments and submitting them on due dates.
 - (4) Making positive contributions during class discussions.
 - c. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board (IRB) has been obtained. Any such research done prior to approval of the IRB will be null and void, and it may carry a federal penalty.

D. Pre-Assignment

The student should complete the following assignments and have them ready to turn in on the first day of class:

- 1. Read the two required textbooks.
- 2. Students currently working in postsecondary schools are requested to bring materials related to the organization and administration of their institutions for class discussion; for example, organizational structure, Management Guide, Policies and Procedures Handbook, publications for admissions and development.
- 3. Students not employed in postsecondary schools should bring materials from a higher education institution in your location.
- 4. Select **one** presentation topic on organizational structure in a postsecondary institution and prepare a two-page summary with a reference page (APA format) covering definition, function, scope of responsibilities, and chain of command. Presentation topics include presidency, academic affairs, student affairs, institutional development, and business affairs. **Please include a postsecondary institution organizational chart. The presentation will be in a group panel format on the last day of the class.**
- 5. Post-Assignment

A research paper is required of each student. This paper may be adapted to the student’s interests, institutional setting, and professional goals, and it may be focused on an area in organization and administration of postsecondary institutions. Students must submit for approval an abstract including purpose, setting, resources, methodology, and desired outcomes by the last day of class.

6. The research paper should be 6-10 pages, double-spaced with citations and bibliography in APA style based on the *Publication Manual of the APA, 6th Ed.* The original will be retained by professor.
7. The due date will be announced in class. Projects must be emailed to:

Dr. Carol Demuth
Email: carol@delpublications.com

8. If the project is emailed one day late, there will be a 10% course grade penalty.
9. If the project is emailed two days late, there will be a 20% course grade penalty.
10. If the project is emailed three days late, the student will **FAIL THE COURSE**.
11. **If your paper is not received in a reasonable time after these deadlines, you will be called and asked to overnight a copy of your post-assignment along with a copy of a receipt showing the date mailed or shipped.**

F. Leadership Essay

1. Each Student is required to write a two-page essay on leadership in the APA Format due the last day of class.
2. The content should be an example from your professional experience that best matches one of the five practices of exemplary leadership found in your textbook, *The Jossey-Bass academic administrator's guide to exemplary leadership*.

VI. COURSE CALENDAR

<u>DATE/TIME</u>	<u>SESSION</u>	<u>TOPIC/ASSIGNMENT</u>
Wednesday	Day 1	Part I The Contexts of American Higher Education A. Introduction B. Universities as Social Institutions C. Definitions D. Cooperation, Coordination & Consolidation Part II The Setting of American Higher Education A. Patterns of Higher Educational Development B. Autonomy, Accountability and Organization C. Academic Freedom
Thursday	Day 2	Part III External Forces in American Higher Education A. The Federal Government B. The States C. The Legal Environment D. External Constituencies and Their Impact
Friday	Day 3	Part IV The Academic Community A. The Professoriate in the 21 st Century B. College Students in Changing Contexts C. The Dynamics and Complexities of Campus Leadership
Saturday	Day 4	Part V Central Issues in Higher Education for the 21 st Century A. Financing Higher Education B. The Digital Technologies of Learning and Research C. Graduate Education and Research D. Markets in Higher Education E. The Diversity Imperative F.
		Comprehensive Final

TENTATIVE DAILY SCHEDULE:

8:00-8:15 Administrative Items/Prayer/Devotional
 8:15-10:00 Class Lecture/Discussion
 10:00-10:15 Break
 10:15-11:15 Class Lecture/Discussion
 11:15-11:45 Group Work/Reports/Guest Speakers

Lunch Break

1:15-2:30 Class Lecture/Discussion
 2:30-2:45 Break
 2:45-5:00 Class Lecture/Discussion/Group Work/Guest Speakers

**GCSE 723—Organization /Administration of Higher Education
Summer Institute 2013**

This course contributes to the ORU student learning outcomes as indicated below:

Significant Contribution – Addresses the outcome directly and includes targeted assessment.

Moderate Contribution – Addresses the outcome directly or indirectly and includes some assessment.

Minimal Contribution – Addresses the outcome indirectly and includes little or no assessment.

No Contribution – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

OUTCOMES & Proficiencies/Capacities		Significant Contribution	Moderate Contribution	Minimal Contribution	No Contribution
1	Outcome #1 – Spiritually Alive Proficiencies/Capacities				
1A	Biblical knowledge	X			
1B	Sensitivity to the Holy Spirit	X			
1C	Evangelistic capability	X			
1D	Ethical behavior	X			
2	Outcome #2 – Intellectually Alert Proficiencies/Capacities				
2A	Critical thinking	X			
2B	Information literacy	X			
2C	Global & historical perspectives	X			
2D	Aesthetic appreciation			X	
2E	Intellectual creativity	X			
3	Outcome #3 – Physically Disciplined Proficiencies/Capacities				
3A	Healthy lifestyle				X
3B	Physically disciplined lifestyle				X
4	Outcome #4 – Socially Adept Proficiencies/Capacities				
4A	Communication skills	X			
4B	Interpersonal skills	X			
4C	Appreciation of cultural & linguistic differences	X			
4D	Responsible citizenship	X			
4E	Leadership capacity	X			