**Course Jan. 8 to April 27**

*Two-week modules* - The course is structured in modules that go over two weeks. Modules are structured from Monday to Monday.

*Course Content:* [https://d2l.sdbor.edu/d2l](https://d2l.sdbor.edu/d2l)

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**Instructor:** Karen Aldred Card, Ph.D.

**Office:** 201 E. Delzell, School of Education

**Graduate Teaching Assistant:** Nathan Williams

**Instructor’s Availability**

*Office Hours for Phone or Video Conferences:* Monday and Wednesday 2 and 4 p.m. CST or by appointment.

*Telephone:* Office phone number (605) 677-5815 and home (605) 624-5521. Feel free to call me at home until 8 p.m. CST.

*Email:* I check my D2L and USD email (kcard@usd.edu) once a day Monday through Friday. I do not regularly check my mail over weekends. I will try to respond to email message within 24 hours Monday through Friday. The best way to contact me regarding this course is through D2L email.

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**I. Course Description**

Organizational and administrative theories and practice of higher education

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**II. Vision and Mission Statements**

Inspiring and Leading through Excellence in Education is the shared vision of the USD School of Education for all of its programs.
The mission of the Division of Educational Administration is to prepare innovative scholar-practitioners for the purpose of enhancing success for all learners. The learning methods and requirements for this course are designed to challenge you to critically analyze and evaluate the theories and practices of college and university administration in order to develop your own administrative philosophy, skills, and strategies.

III. Dr. Card’s Teaching Philosophy

The goal of graduate education should be to develop critically reflective educators whose practice and decisions integrate theory, research, and experiential wisdom in their professional and personal lives. The learning methods and requirements for this course are designed to challenge you to reflect critically on how colleges work and help you develop your own knowledge and competencies as administrator or faculty members in higher education. I use a constructive-developmental approach to teaching and learning. I believe students learn best by organizing and making meaning of what they are learning based on their past experiences as well as having the opportunity to apply what they are learning in practice.

Instructor Responsibilities:

1. Develop and facilitate a course that provides students with not only the essential concepts and theories, but enables students to apply theories and concepts into practice.
2. Be prepared and ready to assist students with their academic needs in a timely manner.
3. Provide timely feedback on assignments within a two week period.
4. Provide timely feedback when it comes to questions, phone calls, emails, and assignments. I will try to respond to email messages within 24 hours Monday through Friday. The best way to contact me is through D2L email.
5. Continuously review of research in higher education in order to provide the students with the most up-to-date and relevant research and content.

Student Responsibilities:

1. Complete the course reading and application exercises by the due date so that you can learn the course content as designed and actively participate in online discussions.
2. Actively participate in online discussion as a member of your online learning group.
3. Complete all assignments on or before the due dates listed in the syllabus.
4. Show respect to all classmates in online discussion.

IV. Required Textbook and Technology

Textbooks: You may purchase the books through Barnes and Noble at USD or on your own. Other readings will be put on electronic reserve through the I.D. Weeks Library and can be accessed through the course D2L homepage or through the USD homepage’s link to I.D. Weeks Library.

AHED 752 Spring 2018 Online


Technology: D2L will be the course management software for this course. You will need a USD email account to access course material. All new students should go to http://www.usd.edu/accounts/pickup to create a USD email account. If you have an active account but you are unsure of your username or password, please contact the USD helpdesk at 605-677-5028. The University has established minimum hardware and software requirements to ensure the effective delivery of USD online courses materials and those requirements are listed in the Online Student Handbook http://www.usd.edu/~media/files/isd-online/online-orientation-guide.ashx. Course materials will be provided as online pdf documents that you can read online or print off. You will submit your assignments to me through the D2L drop box as Word document attachments.

LEARNING OUTCOMES & ASSESSMENT METHODS

V. Course Objectives/Outcomes-Standard-Assessment

This course is intended to provide you with a comprehensive understanding of college and university administration. The learning methods and course requirements are designed to challenge you to critically analyze and evaluate the theories and practices of college and university administration in order to develop your own administrative perspective and strategies.

<table>
<thead>
<tr>
<th>Objectives/Outcomes</th>
<th>Standard Code</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>1. Organizational and administrative theories and practice of higher education</td>
<td>SoE Advance Standards 1</td>
<td>• Application Exercises - Case Studies Analysis</td>
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<td>• Collaborative Group Discussions</td>
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<td>• Quizzes</td>
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<td>• Organizational Analysis or Administrative Interview Assignment</td>
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<td>• Research Paper</td>
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<td>2. Articulate your personal Organizational and administrative theories and practice of higher education</td>
<td>SoE Advance Standards (5 &amp; 10)</td>
<td>• Application Exercises</td>
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<td></td>
<td></td>
<td>• Collaborative Group Discussions</td>
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<td>• Philosophy and Practices of College and University Administration</td>
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<td>• Organizational Analysis or Administrative Interview</td>
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3
3. Develop a set of strategies for effective administrative practice and implementing change purpose of enhancing success for all learners.

<table>
<thead>
<tr>
<th>3. Develop a set of strategies for effective administrative practice and implementing change purpose of enhancing success for all learners.</th>
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<tr>
<td>Case Studies Analysis</td>
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<td>Philosophy and Practices of College and University Administration</td>
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<td>Research Paper</td>
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<td>fundamental principles, concepts, and theories budgeting and financial management used at the institutional level.</td>
<td>SoE Advance Standards (5 &amp; 10)</td>
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<tr>
<td>Analytical Memo Budget Memo Application Exercises Collaborative Group Discussions Quizzes</td>
<td></td>
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<tr>
<td>4. Evaluate the opportunities and challenges of a career in college and university administration.</td>
<td>SoE Advance Standards (2 &amp; 10)</td>
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<tr>
<td>Philosophy and Practices of College and University Administration</td>
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VI. Course Topics

See tentative course schedule.

Course Format –Online 2 Week Modules

VII. Learning Methods and Course Requirements

This course is designed to introduce you to the theories, models, and concepts of college and university administration. The course is taught from an organization theories perspective. You are expected to integrate the concepts you learn in this course with your own experiences in order to develop an administrative and management philosophy along with a set of strategies to use in your own practice of college and university administration. The course is taught in a two-week format.

**Week 1 Content & Case Study Analysis.** The first week we will learn about major theories and practices of college and university administration. Please plan to complete the assigned readings (estimated at four hours) and complete the online quiz in D2L as a self-assessment that you learned the key concepts. Please note some of the quiz questions are based on the case study. Guided notes and short video will be provided for each module under the D2L course content link. These notes & video are to help you identify the key concepts from the readings, prompt you to think critically about what you are reading, as well as to provide you with additional information and references on the topic. I suggest that you review the guided notes and add your notes as you do the reading assignments for each module.

**Quizzes.** For each module, there will be a short knowledge quiz that you are to take after you have done the readings and analyzing the case studies to assess if you have learned the key concepts from the readings. You are to take each quiz online through the D2L quiz function. Quiz questions are listed at the end of each set of
module notes. You can reference the readings or guided notes as you take the test. You are able to take each quiz twice, taking the best result. All quizzes must be completed during the first week of each module.

**Week 2 Application and Collaborative Online Learning.** During the second week of the module, you will apply what you have learned within the context of your current institution or institution of your choice and then share what you learn from the application exercise with other students in online collaborative learning.

For an online discussion to be collaborative, it is important that you post the initial post by **Saturday at 11:30 a.m.** and give feedback to least two fellow learners by **Monday morning at 7 a.m.** I will review and give group feedback on the following Tuesday. Again, expect your initial posts and responses to take approximately two-and-a-half hours to complete.

**ASSIGNMENTS AND GRADING**

**Assignment format.** There are four major assignments required for this course. These assignments are designed to give you an opportunity to apply what you are learning in practice. All papers should be done in APA 6th format for students. Each paper should have a title page and start with a concise 50-100 word abstract that states the main thesis of your paper. Please submit the assignment in a Word-compatible format. Other formats, including PDF, do not allow me to give you individualized feedback.

You are to use headers and sub-headers to identify the major section of your paper, as per APA guidelines. Some of the papers require you to use addition scholarly references. Some assignments in particular require peer-reviewed articles (such as from journals located on ERIC, ProQuest, or EBSCO databases) and some require scholarly articles (such as Chronicle of Higher Ed, Inside Higher Ed, or textbooks and reports). Please pay special attention to the differences between the two.

The ERIC database within the USD Library system [http://www.usd.edu/library/research/](http://www.usd.edu/library/research/) is strongly recommended. The reference librarians at the I.D. Weeks library are also great sources of assistance for those seeking guidance on acquiring other scholarly materials.

I also recommend taking advantage of their services and expertise of the University of South Dakota Writing Center [http://www.usd.edu/academics/academic-commons/writing-center.cfm](http://www.usd.edu/academics/academic-commons/writing-center.cfm) which is available for online students as well as on-campus students. I will also make available sample papers from prior students. A grading rubric for each of the writing assignments is posted in Appendix A. I recommend that you review the rubric before submitting an assignment to be sure that you have met all the requirements for the assignments. All assignments are to be sent to me through the assignment drop box in AHED 752 D2L.

**Administrator Career Interviews or Organizational Analysis Feb 6**

**Administrator Career Interviews.** You are to interview two college or university administrators. One administrator should have academic administrative responsibilities and the other administrator should have student affairs or non-academic administrative responsibilities. There is a suggested interview guide in Appendix B. You are to reflect on what you have
learned about administration from these interviews and how this relates to the course readings as well as how it influences your administrative career plans.

Your [interview] written report should consist of three parts:
1. Briefly summarize what you learned from each administrative interview (@2 pages);
2. Reflecting on what you learn about each administrator, assess how administrator uses of the different organizational theories referenced in Manning text. (@1 pages); and
3. State how you will use what you learned from the interview in application to your career in higher education (@1 pages).

The maximum length of the paper is 5 pages, not including title page, abstract, and references. You are to use Time New Roman 12 pt. font, double-spaced, 1-inch margin all around the page setting. (See Appendix A for grading rubric). Please submit the assignment in a Word-compatible format.

Organizational Analysis. For this assignment, I would like you to analyze a higher education organization (it could be a department or division or entire institution), using uses of the different organizational theories referenced in Manning text.

Your organizational analysis should include the following sections.

1. Describe how the organization functions using each of the four frames.
2. Identify how each of the frames has enabled you to better understand how the organization functions.

The maximum length of the paper is 5 pages not including title page, abstract, and references. You are to use Times New Roman 12 pt. font, double-spaced, 1-inch margin all around the page setting (See Appendix A for grading rubric). Please submit the assignment in a Word-compatible format.

Research Paper March

Choose organization issue that you think could be improved at your institution or you would like to learn more about in general. The first part of the paper should critically review and synthesize the research literature and current information on the issue. You are to identify what are the gaps or need for further research. Your synthesis of the literature should include at least 10 journal articles and be approximately 8 pages.

For the second part of the paper choice one or more of the change theory from Kezar’s multi-faceted framework as your strategy use to address the problem or issue o plan and implement the change 2-4 pages.

The total paper not including title page, abstract, and references should not be longer than 12 pages, doubled space with 12 pt. font and submitted in a Word-compatible format.
The paper is due March in the D2L drop box and posted for your peers to read on y

**Analytical Budget Memo Early April**

Analytical skills include the ability to identify a concept or problem, to dissect or isolate its components, to organize information for decision-making, to establish criteria for evaluation, and to draw appropriate conclusions. This assignment is designed to give you opportunities to apply your analytical on financing and budgeting issues discussed in *Mission and Money* or another issue of your choice by writing a concise memo to senior administrators. This assignment simulates an important skill for administrators to master. This assignment should be structured in the following format

1. Page 1: Identify the problem with its various components using references *Money and Mission*.
2. Pages 2 & 3: You are to research, organize, and prioritize information appropriate to solving the problem.
3. Pages 4 & 5: You are to establish criteria and propose solutions.

The memo should be well written and concise. The memo is worth a total of 100 points. You are to submit your papers to me through the D2L assignment drop box located on the black menu bar by March at 7 a.m. CST.

**Personal Philosophy and Practices of College and University Administration –Due April 30**

This last assignment is designed to give you an opportunity to reflect on what you have learned during the course by reviewing your reflective journal and course notes. Answer the following three questions. Please use questions as subheadings in your response.

1. Articulate your personal philosophy and practices of college and university administration. Be concise as you would in job application (@ 1 pages).
2. Identify at least three major theories and/or administrative strategies that have influenced your understanding of how colleges and universities work (@ 2 pages).
3. Identify two areas where you would like to develop more knowledge and competencies as a professional in higher education @ 1 page.

our discussion board. I will send your paper back with feedback by April 5.

**Extra Credit - Current Issues.** As you become aware of the issues about how colleges work during this class, you may notice more news stories and reports in the popular press. If you share a current issues story with your collaborative group members, you can earn 10 extra points towards your final grade, with a maximum of 30 points for three stories shared. Two good sources for credible higher education news are the *Chronicle of Higher Education*, which is available through USD library and Inside Higher Education that is free at the following link https://www.insidehighered.com/. I will post a link to both these sources on the D2L homepage for this course.

**IX. Evaluation and Assessment of Students’ Learning**
The methods of evaluation and criteria for the course’s grade assignment are:

1. Administrative Interviews or Organizational Analysis 100 points
2. Research Paper 200 points
3. Budget Memo 100 points
4. Philosophy and Practices of College and University Adm 100 points
5. Quizzes (7) 80 points
6. Application Exercises/Online Discussion (30 pt. / 6 modules) 180 points

**Evaluation Criteria**

Evaluation is an inherently subjective process. I will use the following guidelines when evaluating your written work.

Maximum points will be given for papers that follow assignment guidelines, are well written, follow APA guidelines, are easy to read, cite the literature, provide a roadmap for the reader, and have sound syntax and grammar.

Please proofread your work prior to handing it in to me. This typically means writing the paper, letting it sit for a day or two, reading it aloud, having it proofread by another person, and re-conceptualizing / rewriting based on feedback.

**Course Policies**

**X. Class Policies**

**Academic Honesty.** As stated in the Student Code of Conduct, the integrity of the University community is contingent upon fulfillment of a trust— that the members of the student body will engage in reasonable behaviors to promote and protect the educational environment. Plagiarism is defined as (but not limited to) the following:

1) The use of paraphrase or direct quotation of published or unpublished work of another person without full and clear acknowledgment or
2) The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.

No credit can be given for a dishonest assignment. At the discretion of the instructor, a student caught engaging in any form of academic dishonesty may be:

a. Given a zero for that assignment.
b. Allowed to rewrite and resubmit the assignment for credit.
c. Assigned a reduced grade for the course.
d. Dropped from the course.
e. Failed in the course.

**Freedom in learning.** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student
academic performance shall be evaluated solely on an academic basis and students should be free
to take reasoned exception to the data or views offered in any course of study. Students who
believe that an academic evaluation is unrelated to academic standards but is related instead to
judgment of their personal opinion or conduct should contact the dean of the college which
offers the class to initiate a review of the evaluation. (South Dakota Board of Regents Policy)

**Late Assignments.** The written assignments are part of the learning experience.
Therefore to benefit most from the assignment, it is important to complete the assignment by the
due date. Assignments turned in after the due date will have 10 points deducted for each week it
is late. Please contact me, preferably in advance, about extenuating circumstances that prevent
you from completing assignments on time. *Note that a grade of “I” may only remain
incomplete for one calendar year at which time it converts to a grade of “NCI” and the course
must be repeated (and repaid) for credit.*

**Student’s Rights to Assistance or Accommodations.** Any student who feels s/he may
need academic accommodations or access accommodations based on the impact of a documented
disability should contact and register with Disability Services during the first week of class.
Disability Services is the official office to assist students through the process of disability
verification and coordination of appropriate and reasonable accommodations. Students currently
registered with Disability Services must obtain a new accommodation memo each semester.
Ernetta L. Fox, Director, Disability Services, Service Room 119 Service Center (605)677-6389
[www.usd.edu/ds; dservices@usd.edu](http://www.usd.edu/ds; dservices@usd.edu).

**USD’s Drop or Withdraw from Course Policy.** This course begins on Monday, January
9, 2017 and ends on April 28, 2017. The last day to drop the class and receive a 100% refund is
January 18, 2017. Again, dropping the course after January 18 means that the student is fully
financially responsible for the course in the event of a “drop,” whereby some credits remain for
the semester, or partially responsible for the course in the event of a “withdrawal,” whereby all
credits for the semester are dropped. The latter is based on the date of the withdrawal. The last
day to drop the class with a grade of “W” is April 3, 2017. Faculty members have the right and
responsibility to drop a student from the course if the student is not responding, progressing, or
participating.
WEEKLY BREAK-DOWN

The professor reserves the right to alter, change, and delete the course materials in this course syllabus due to any unforeseen circumstances or to enhance the educational objectives of this course.

To Be Develop

Grading Rubrics

Grading Rubric for Administrative Interviews

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<tr>
<th>Criteria</th>
<th>Points</th>
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<tr>
<td>Briefly summarized what they had learned from each administrative interview</td>
<td>25</td>
</tr>
<tr>
<td>Assessed how each administrator uses the four frames referenced in Bolman and Gallos’s book.</td>
<td>40</td>
</tr>
<tr>
<td>Stated how they will use what they learned from the interview in application to their own career in higher education</td>
<td>30</td>
</tr>
<tr>
<td>Well-written paper (used sound syntax and grammar) and proper APA format and submitted on time.</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
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Grading Rubric for Organizational Analysis

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Points</th>
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<tbody>
<tr>
<td>Analyzed a higher education organization using Bolman and Gallos’s four frames.</td>
<td>75</td>
</tr>
<tr>
<td>Identified how the four frames enabled a better understand how an organization functions.</td>
<td>20</td>
</tr>
<tr>
<td>Well-written paper (used sound syntax and grammar) and proper APA format and submitted on time.</td>
<td>5</td>
</tr>
<tr>
<td>Total Points</td>
<td>100 points</td>
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### Research Paper

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<tr>
<th>Criteria</th>
<th>Points</th>
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<tr>
<td>1.) Synthesize the current peer-reviewed literature on the topic and identify the major perspectives on the topic using the public and private benefits of higher education</td>
<td>80</td>
</tr>
<tr>
<td>2.) Identify the gaps or need for further research on the topic</td>
<td>20</td>
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<tr>
<td>3.) Identified change strategy and how it would be implemented</td>
<td>60</td>
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<tr>
<td>4.) Use references to support your analysis of the topic including at least journal articles</td>
<td>20</td>
</tr>
<tr>
<td>5.) Well-written paper (use sound syntax and grammar) and proper APA format, including a beginning abstract</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td><strong>200</strong></td>
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### Philosophy and Practices of College and University Administration

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<th>Criteria</th>
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<tr>
<td>Articulates a personal administrative philosophy regarding colleges and universities. Consistent in conciseness with a job application.</td>
<td>50 points</td>
</tr>
<tr>
<td>Identify at least three major theories and/or administrative strategies that have influenced your understanding of how colleges and universities work</td>
<td>30 points</td>
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<tr>
<td>Part three, identifies two areas where student would like to develop more knowledge and competencies as a professional in higher education.</td>
<td>10 points</td>
</tr>
<tr>
<td>Well-written paper (used sound syntax and grammar) and proper APA format and submitted on time.</td>
<td>10 points</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>100 points</strong></td>
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Appendix B

Administrator Interviews

Students will conduct a structured interview of two administrators. One administrator should have academic administrative responsibilities and the other administrator should have non-academic responsibilities. These administrators should be at the dean, director, or vice-president level.

Students should include the following questions in their interview:

- What formal academic preparation prepared you most for your current job responsibilities?
- What work/life experiences prepared you most for your current job responsibilities?
- What are your current job responsibilities?
- What job skills does a person need to possess to do your job effectively?
- How do you manage your department/division?
- What type of authority do you have to make decisions that affect your department? What type of decisions do you need to defer to a higher authority?
- What are the major challenges that administrators face in your position?
- How does your department or division support the mission of the college/university?
- As an administrator, how do you initiate change in your department/division? How do you assess the effectiveness of the changes?