Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should <u>not</u> be used to purchase course materials.

COURSE SYLLABUS

EDUC 849
COLLEGE AND UNIVERSITY ADMINISTRATION

COURSE DESCRIPTION

A study of the administrative and organizational aspects of colleges and universities with emphasis on principle organizational components, and contemporary leadership issues.

RATIONALE

The purpose of this course is to broaden the candidate's understanding of higher education, its history, current challenges, and organizational structure with emphasis being placed on effective higher education leadership. The distinctive leadership challenges and organizational procedures of Christian colleges, private colleges, community colleges, and state university systems will be addressed. In addition, the administration of academics, athletics, and student life will be addressed.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: http://bookstore.mbsdirect.net/liberty.htm

III. ADDITIONAL MATERIALS FOR LEARNING

A. Computer with basic audio/video output equipment

B. Internet access (broadband recommended)

C. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

A. Discuss the events that shaped the foundation of higher education in America.

B. Analyze the roles of the university president, provost, academic vice president, academic deans, and trustees in regards to decision making, accreditation, governance, and responsibilities.

C. Compare and contrast the governance models used to administer state, private, religious, community, and Bible colleges.

D. Analyze the importance of the staff department in light of emerging leadership and management practices coupled with technological innovations.

E. Evaluate why societies become more bureaucratic at the expense of traditions, emotions, and values and how bureaucratic thought processes become habits.

F. Compare the differences between bureaucratic and participatory decision-making models and how they rely on an ethical component.

G. Create a staff development program, including steps and activities to enhance management and leadership abilities.

H. Describe staff development at the organizational level and how that becomes an integral part of the organizations operational strategy.

I. Discuss the role of accreditation in academic development and program improvement.

J. Evaluate personal administrative goals with an emphasis on future career opportunities as guided by prayer, biblical wisdom, and God's direction.

K. Articulate a personal ethical decision-making style and the events that contribute to its formation.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

A. Textbook readings, presentations, and websites

B. Course Requirements Checklist

After reading the Course Syllabus and Student Expectations, the student will complete the related checklist found in Module/Week 1.

C. Discussion Board Forums (7)

Discussion boards are collaborative learning experiences. Therefore, the candidate will complete 7 Discussion Board Forums throughout this course. The candidate will create a thread of at least 400 words with a minimum of 2 citations in current APA format. The candidate will also reply to the threads of at least 2 classmates. Each reply must be at least 100 words; replies do not require citations.

D. Journal Critiques (4)

The candidate will write 4 Journal Critiques based on research articles from various professional journals. Each critique must follow current APA format and must be 2–5 pages, not including the title page and reference page.

E. Leadership Issues in Higher Education Report

The candidate will write a report on the leadership development programs of 2 institutions of higher education. The report must follow current APA format and must be 2–5 pages (not including the title page, abstract, or the reference page). A total of 3–5 references is required.

F. Decision-Making Report

The candidate will survey and report on the ethical decision making in higher education. This report must follow current APA format and must be 2–5 pages (not including the title page, abstract, or the reference page). A total of 3–5 references is required.

G.   Managing and Developing Educational Staffs Report

The candidate will review and analyze the concepts and processes that have emerged during recent decades concerning the professional development of educational staffs. This report must follow current APA format and must be 2–5 pages (not including the title page, abstract, or the reference page). A total of 3–5 references is required.

H.   Accreditation Report

The candidate will write a summary of how accreditation impacts higher education institutions. The report must follow current APA format and must be 2–5 pages (not including the title page, abstract, or the reference page). A total of 3–5 references is required. This report must be submitted via LiveText.

I.   Personal Administrative Project

The candidate will develop and report on a personal plan of action. This project requires research, including personal interviews. The project must follow current APA format and must be 2–5 pages (not including the title page, abstract, or the reference page). A minimum of 5 sources that are 10 years old or less is required.

J.   Midterm Exam

The Midterm Exam will be open-book/open-notes and will consist of answering 4 questions in essay format based on the material from Modules/Weeks 1–4. The Midterm Exam must be 4–6 pages and must reference 5–6 sources in current APA format.

K.   Final Exam

The Final Exam will be open-book/open-notes and will consist of writing an essay based on the readings, research, and Discussion Board Forums throughout the course. The Final Exam must be 5–7 pages and must reference 5–6 sources in current APA format.

VI.   **COURSE GRADING AND POLICIES**

A.   Points

Course Requirements Checklist	10
Discussion Board Forums (7 at 30 pts ea)	210
Journal Critiques (4 at 30 pts ea)	120
Leadership Issues in Higher Education Report	80
Decision-Making Report	80
Managing and Developing Educational Staffs Report	80
Accreditation Report	80
Personal Administrative Project	80

Midterm Exam	(Modules 1–4)		120
Final Exam	(Modules 1–8)		150
		Total	1010

B.   Scale

A = 960–1010   A- = 940–959   B+ = 920–939   B = 890–919   B- = 870–889
C+ = 850–869   C = 820–849   C- = 800–819   D+ = 780–799   D = 750–779
D- = 730–749   F = 0–729

C.   LiveText Submission Policy

All LiveText assignments must be submitted to LiveText in order for the candidate to receive credit for them in Blackboard.

D.   Disability Assistance

Students with a documented disability may contact Liberty University Online's Office of Disability Academic Support (ODAS) at LUOODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

EDUC 849

Textbooks: Birnbaum, *How Colleges Work* (1988).
            McCaffery, *The Higher Education Manager's Handbook* (2010).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	McCaffery: ch. 1 1 presentation 3 websites	Course Requirements Checklist Class Introductions DB Forum 1 Journal Critique 1 ED.S Advising Guide Quiz Ed.D Advising Guide Quiz	10 0 30 30 0 0
2	Birnbaum: ch. 1 McCaffery: ch. 2 1 presentation 3 websites	DB Forum 2 Journal Critique 2	30 30
3	McCaffery: chs. 3–4 1 presentation 3 websites	DB Forum 3 Leadership Issues in Higher Education Report	30 80
4	Birnbaum: ch. 3 1 presentation 4 websites	DB Forum 4 Midterm Exam	30 120
5	Birnbaum: chs. 4–5 1 presentation 2 websites	DB Forum 5 Journal Critique 3 Decision-Making Report	30 30 80
6	McCaffery: chs. 6, 9 1 presentation 3 websites	DB Forum 6 Managing and Developing Educational Staffs Report	30 80
7	1 presentation 4 websites	DB Forum 7 Journal Critique 4 Accreditation Report	30 30 80
8	Birnbaum: chs. 8–9 McCaffery: ch. 11 1 presentation 3 websites	Personal Administrative Project Final Exam	80 150
		TOTAL	**1010**

DB = Discussion Board

NOTE: Each course module/week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final module/week ends at 11:59 p.m. (ET) on **Friday**.