

ADHE601

Course Summary

Course : ADHE601 **Title :** Introduction to Higher Education Administration
Length of Course : 8 **Faculty :**
Prerequisites : N/A **Credit Hours :** 3

Description

Course Description:

This course provides a starting place to introduce the primary areas of responsibility for higher education administration with the various contexts in which higher education is situated, whether public or private, for-profit or non-profit, or onground or online. Students learn about the essentials of institutional mission, organizational structure, institutional evaluation and assessment, human resources, governance, financial and budgeting oversight, resource management, decision-making, internal and external constituencies, culture, student services, student outcome assessment, program evaluation, and organizational change associated with university leadership. The course will present and connect organizational theories for higher education administrative practice and delivery that relate to university student persistence, retention, and success.

Course Scope:

The course provides a starting place to introduce the primary areas of responsibility for higher education administration with the various contexts in which higher education is situated, whether public or private, for-profit or non-profit, or onground or online.

Objectives

After successfully completing this course, you will be able to:

CO1. Differentiate unique features of higher education administration from other forms and types of educational leadership. (PLO1)

CO2. Evaluate institutional mission and organizational structure and change related to higher education administration. (PLO1; PLO3)

CO3. Critique institutional assessment and evaluation processes. (PLO6)

CO4. Assess comprehensive disciplinary procedures for employees (including faculty). (PLO7)

CO5. Analyze key elements of administration in relation to university leadership, human resource development, governance and decision-making, financial oversight, working with stakeholders, organizational culture, and student services. (PLO3)

Outline

Week 1: Introduction to Higher Education Administration

Learning Outcomes

LO1: Differentiate unique features of higher education administration from other forms and types of educational leadership. (CO1; CO2)

LO2: Examine the theoretical foundations that guide the practices related to higher education administration. (CO1; CO2)

Required Readings

See Reading and Resources in the eReserves.

Assignments

Welcome Discussion - Introduction Forum

Forum 1 - Administrator Responsibilities (CO1, CO2)

Week 2: Mission and Theory

Learning Outcomes

LO1: Critique the effectiveness of mission/vision statements in higher education institutions (CO2)

LO2: Distinguish suitable leadership theory applicable to mission, structure, and change in higher education. (CO2)

Required Readings

See Reading and Resources in the eReserves

Assignments

Forum 2: Vision/Mission Statements (CO2)

Forum 3: Exploring Leadership Theory (CO2)

Week 3: Leadership Effectiveness

Learning Outcomes

LO1: Examine the factors that contribute to effective leadership teams in higher education. (CO3)

LO2: Explain the connection between organization effectiveness and student academic achievement. (CO3, CO6)

LO3: Design a theoretical high performing university leadership team. (CO6)

Required Readings

See Reading and Resources in eReserves.

Assignments

Forum 4: Measuring Organizational Effectiveness (CO3)

Assignment 1: Leadership Team Analysis (CO3, CO6)

Week 4: Student Success and Faculty Performance

Learning Outcomes

LO1: Explore the criteria and data used to evaluate faculty teaching effectiveness. (CO3)

LO2: Explain the relationship between teaching effectiveness and student academic success. (CO3; CO4).

LO3: Assess comprehensive disciplinary procedures for employees (including faculty). (CO4)

Required Readings

See Reading and Resources in eReserves.

Assignments

Forum 5: Faculty Effectiveness (CO3, CO4)

Note that an interview is due at the end of week five. Arrange an interview with a higher education administrator here in week four.

Week 5: Student Retention Strategies

Learning Outcomes

LO1: Analyze student retention strategies used by administrators in higher educational institutions. (CO3, CO5)

LO2: Differentiate the contributions of key elements of administration (university leadership, human resources, governance, organizational culture, etc.) in the persistence and retention of students. (CO5)

Required Readings

See Reading and Resources in eReserves.

Assignments

Forum 6: Student Persistence and Retention (CO3, CO5)

Assignment 2: Leader Interview Activity (CO5)

Week 6: Institutional Assessment and Evaluation

Learning Outcomes

LO1: Evaluate types of data used by higher education administrators and leadership teams to retain students. (CO3, CO6)

LO2: Analyze the meaning of data associated with institutional processes. (CO3)

Required Readings

See Reading and Resources in eReserves.

Assignments

Forum 7: Data and Retention (CO3, CO6)

Week 7: Human Resources and Student Services Departments

Learning Outcomes

LO1: Examine the functions of human resource departments in higher education institutions. (CO5)

LO2: Assess the role of student service departments in higher education institutions. (CO4; CO5)

LO3: Design a theoretical high performing university leadership team. CO6)

Required Readings

See Reading and Resources in eReserves.

Assignments

Forum 8: HR Functions (CO5)

Assignment 3 (Final Assignment): The Role of Student Services (CO4, CO5, CO6)

Week 8: Constituents, Culture, and Finances

Learning Outcomes

LO1: Appraise the role of the federal government in the funding of higher education institutions. (CO1, CO5)

LO2: Examine the contributions of internal and external constituents' to institutional culture. (CO1; CO5)

LO3: Assess the benefits of varied Student Services organizations in higher education. (CO5, CO6)

Required Readings

See Reading and Resources in eReserves.

Assignments

Forum 9: Constituents' Contributions (CO1, CO5)

Forum 10: Reviewing Presentations (CO5, CO6)

Evaluation

Grading:

Name	Grade %
Discussions	30.00 %
Welcome Discussion	2.73 %
W1 Forum 1: Administrator Responsibilities	2.73 %

W2 Forum 2: Vision-Mission Statements	2.73 %
W2 Forum 3: Exploring Leadership Theory	2.73 %
W3 Forum 4: Measuring Organizational Effectiveness	2.73 %
W4 Forum 5: Faculty Effectiveness	2.73 %
W5 Forum 6: Student Persistence and Retention	2.73 %
W6 Forum 7: Data and Retention	2.73 %
W7 Forum 8: HR Functions	2.73 %
W8 Forum 9: Constituents' Contributions	2.73 %
W8 Forum 10: Reviewing Presentations	2.73 %
General Assignments	40.00 %
Assignment 1 - Week 3: Leadership Team Paper	20.00 %
Assignment 2 - Week 5: Interview	20.00 %
Final Project	30.00 %
Assignment 3 - Week 7: Student Services Project	30.00 %

Materials

Book Title: Various resources from the APUS Library & the Open Web are used. Please visit <http://apus.libguides.com/er.php> to locate the course eReserve.

Author:

Publication Info:

ISBN: ERESERVE NOTE

Course Guidelines

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

“Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or

may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact DSA@apus.edu.

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

Humor Note: Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), J

APUS Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the [Student Handbook](#), and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- [Tips on Using the Office 365 Email Tool](#)

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

University Policies

Consult the [Student Handbook](#) for processes and policies at APUS. Notable policies:

- [Drop/Withdrawal Policy](#)
- [Extension Requests](#)
- [Academic Probation](#)
- [Appeals](#)
- [Academic Dishonesty / Plagiarism](#)
- [Disability Accommodations](#)
- [Student Deadlines](#)
- [Video Conference Policy](#)

Mission

The [mission of American Public University System](#) is to provide high quality higher education with emphasis on educating the nation's military and public service communities by offering respected, relevant, accessible, affordable, and student-focused online programs that prepare students for service and leadership in a diverse, global society.

Minimum Technology Requirements

- Please consult the catalog for the minimum hardware and software required for [undergraduate](#) and [graduate](#) courses.
- Although students are encouraged to use the [Pulse mobile app](#) with any course, please note that not all course work can be completed via a mobile device.

Disclaimers

- Please note that course content – and, thus, the syllabus – may change between when a student registers for a course and when the course starts.
- Course content may vary from the syllabus' schedule to meet the needs of a particular group.