COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Course Number:</th>
<th>EDH 6635</th>
<th>Course Title:</th>
<th>Overview of Higher Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite(s):</td>
<td>None</td>
<td>Course Hours:</td>
<td>3 per week</td>
</tr>
<tr>
<td>Course Credit:</td>
<td>3 semester hours</td>
<td>Reference Text:</td>
<td>History of Higher Education, 3/E</td>
</tr>
<tr>
<td>College:</td>
<td>Education</td>
<td>Authors:</td>
<td>Wechsler, Goodchild, Eisenmann &amp;</td>
</tr>
<tr>
<td>Department:</td>
<td>Educational Leadership and Human Services</td>
<td>Association for the Study of Higher Education</td>
<td></td>
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<tr>
<td></td>
<td>(2). All candidates in the Educational Leadership program are required to purchase a TaskStream account. The Taskstream Code for this course is:</td>
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</tbody>
</table>

Faculty Name: Dr. Kirk E. Gavin

Term and Year: Spring 2011

Place and Time: Old DRS Rm. 105
Sat. 2:30 -5:00

Office Location: Bldg. 635 Gamble St.
Tel. 850-412-7001 (ofc)
e-mail: kirk.gavin@famu.edu,

Office Hours

<table>
<thead>
<tr>
<th>Monday</th>
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<td>1:00-2:30</td>
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<td>3:00-5:00</td>
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Course Description

This course affords opportunities to explore the various facets of the evolution and operation of post-secondary higher education institutions and employment issues in agencies

Course Purpose

The following statements identify the purpose for this course: (1) Provide an overview of the history and role of higher education in American society. (2) Discuss the relationship between academic institutions and the political institutions in society. (3) Identify the role of federal and state government in higher education. (4) Provide a historical and contemporary view of higher education administration. (5) Introduce students to the literature on management and administration in higher education. (6) Discuss the changing patterns in curriculum development and delivery systems in higher education.

Conceptual Framework

The Conceptual Framework in the Professional Education Unit (PEU) at Florida A&M University is an integrated approach to providing educational experiences that result in exemplary professional educators. The Framework is comprised of six themes with the mission of developing high quality classroom teachers, administrators and support personnel. The term “exemplary” refers to the kind of graduates the PEU strives to produce. The figure below provides a diagram of the Exemplary Professional Conceptual Framework.
PROFESSIONALISM

- CF 5
- Through this focal area, the FAMU professional education candidate will:

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<thead>
<tr>
<th>CF</th>
<th>Statement</th>
<th>F</th>
<th>I</th>
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<tbody>
<tr>
<td>5.1</td>
<td>(K) Know the content</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>5.2</td>
<td>(S) Use the appropriate pedagogy to provide all students with the opportunity to learn.</td>
<td>7,9</td>
<td>7</td>
</tr>
<tr>
<td>5.3</td>
<td>(D) Demonstrate commitment to professional growth &amp; development.</td>
<td>3,7</td>
<td>9</td>
</tr>
<tr>
<td>5.4</td>
<td>(K,S) Use major concepts, principles, theories &amp; research related to the development of children and adults.</td>
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<td>2</td>
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<tr>
<td>5.5</td>
<td>(S) Construct learning opportunities that support student development &amp; acquisition of knowledge &amp; motivation.</td>
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<td>5</td>
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<td>5.6</td>
<td>(S) Display effective verbal &amp; non-verbal communication techniques to foster valuable interaction in the classroom.</td>
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<td>6</td>
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<td>5.7</td>
<td>(S,D) Display appropriate code of conduct including dress, language, and respective behavior.</td>
<td>9</td>
<td>5,9</td>
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<tr>
<td>5.8</td>
<td>(K,S) Know and use student personnel services</td>
<td>5,10,12</td>
<td>2,10</td>
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<tr>
<td>Behavioral objectives</td>
<td>PEU Conceptual Framework</td>
<td>Program Standard</td>
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<td>-----------------------</td>
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| Articulate an understanding of the role of higher education in American society and the issues facing modern day higher education. | 1. **Leadership**: Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base.  
2. **Organizational Management and Development**: Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals. | |
| Compare American higher education with a variety of international higher education systems.  
Articulate an understanding of the governance, both at the state level and institutional level, of all levels of higher education. | 1. **Leadership**: Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base.  
2. **Organizational Management and Development**: Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals. | |
| Articulate an understanding of the development of curriculum and changing delivery systems in American higher education. | | |
Articulate an understanding of the role of higher education in American society and the issues facing modern day higher education.

1. Leadership: Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base.
2. Organizational Management and Development: Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals.

Articulate a historical perspective regarding the development of higher education in the United States.

1. Leadership: Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base.
2. Organizational Management and Development: Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals.

**Overall Goals of the Course**

1. Provide students with a general knowledge of higher education administrative responsibilities and functions from an historical, structural, political, and human resource perspective.
2. Prepare students to analyze, synthesize, and evaluate the challenges of obtaining the mission and vision of higher education in the present environment.
3. Provide opportunities for students to engage in research relative to higher education.

**Specific Behavioral Objectives**

Students will be able to:
1. Articulate a historical perspective regarding the development of higher education in the United States. *(CF – 5. Program Standards – 1 and 8.)*
2. Articulate an understanding of the role of higher education in American society and the issues facing modern day higher education. *(CF - 5. Program Standards – 1 and 8.)*
3. Articulate an understanding of the development of curriculum and changing delivery systems in American higher education. *(CF – 5 Program Standards – 1 and 8.)*
4. Compare American higher education with a variety of international higher education systems. Articulate an understanding of the governance, both at the state level and institutional level, of all levels of higher education. *(CF – 5. Program Standards – 1 and 8.)*

**Competencies and Skills Addressed During the Course**

**Conceptual Framework**— 5.1-5.8 Professionalism

**Educational Leadership Program Standards**—
1. Leadership: Demonstrate a comprehensive understanding of multiple leadership theories and engage in leader behavior as articulated by the knowledge base.

2. Organizational Management and Development: Demonstrate an understanding of the individual and collective behavior of humans in organizations. Demonstrate leadership skills in the organizational context. Demonstrate the ability to lead, motivate, communicate, and make decisions in the organizational context. Demonstrate the ability to conceptualize the dimensions of the organization and be able to coordinate these dimensions to achieve organizational goals. Establish operational plans and processes to accomplish strategic goals.

Topical Outline

Teaching Methods

Lecture/Presentations by the teacher
Presentations by students
Discussion
Demonstration
Collaborative Learning
Instructional Media (Computers, video, transparencies, etc.)

Course Evaluation

Each component of the course will be weighted as follows:

- **Final Project** 25% (posted to Taskstream; presented in class) (CF: 5 / Program Standard: 1 & 8)
- **In class Participation** 20% (CF: 5 / Program Standard: 1 & 8)
- **Final Examination (Debate)** 25% (CF: 5 / White Paper Program Standard: 1& 8)
- **State/National Survey** 15% (in class presentation, posted to Taskstream) (CF: 5 / Program Standard: 1 & 8)
- **Interviews: (3 total)** 15% (in class presentation, posted to Taskstream) (CF: 5 / Program Standard: 1 & 8)

Rubrics for all course requirements that are to be uploaded into TaskStream can be found in TaskStream.

Grading Scale

<table>
<thead>
<tr>
<th>Grading Rubric</th>
<th>A=100-90</th>
<th>B=89-80</th>
<th>C=79-70</th>
<th>D=69-60</th>
<th>F=Below 60</th>
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<tbody>
<tr>
<td>F=Favorable</td>
<td>A=Acceptable</td>
<td>M=Marginal</td>
<td>U=Unsatisfactory</td>
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</table>

**Favorable** performance is exemplified in activity(ies), product(s), response(s) that exceed or meet established criteria, which demonstrates candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A favorable performance designation is assigned to products, which demonstrate a significant presence of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction,
spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “F” products and assigned a numerical score in the range of 90-100.

**Acceptable** performance is exemplified in activity(ies), product(s), response(s) that approach or approximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards, but does not meet the criteria for favorable designation. An Acceptable performance designation is assigned to products, which demonstrate vague attempts at including (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “A” products and assigned a numerical score in the range of 80-89.

**Marginal** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. A Marginal performance designation is assigned to products, which demonstrate minimal inclusion of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “M” products and assigned a numerical score in the range of 70-79.

**Unacceptable** performance is exemplified in activity(ies), product(s), response(s) that do not exceed, meet, or approach or proximate established criteria, which demonstrate candidates’ acquisition of knowledge, skills, and dispositions relative to institutional, national, state, and program standards. An Unacceptable performance designation is assigned to products, which demonstrate a lack of (a) higher order thinking skills, analysis, synthesis, and evaluation, (b) mastery of a specific writing style, American Psychological Association, (c) continuity of ideas within paragraphs, (d) appropriate grammatical construction, spelling, punctuation, and word selection, (e) creativity, and (f) a significant understanding and use of theory and blending of theory with practice. Products meeting these criteria will be determined as “U” products and assigned a numerical score in the range of 60-69.

**Course Policies**

All assignments submitted for consideration of a grade are to be word processed and are due on the date specified. A substantial penalty (20%) will be assessed for all assignments not turned in on the specified date. **Plagiarism is unethical and unacceptable.** Essays, papers, test and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated, and when ideas of another are incorporated in the body of an assignment they must be appropriately acknowledged.

Supervisory responsibilities for teachers and administrators are a part of public education. Punctuality is a positive characteristic of teachers and administrators and desired behavior in schools and this class. Students are expected to be punctual (on time) and attend all classes and contribute to the learning process. Two absences will result in a letter grade reduction for the semester. Consultation with course professor needs to occur if a student is absent more than two class meetings.

**Dispositions** As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).
# Advanced Level

**Candidate’s Name:** ___________________   **Student ID:** ____________   **Program Area:** __________________

## Criteria for rating

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<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tr>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
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</table>

- **The candidate consistently and thoroughly demonstrates indicators of performance.**
  - (90–100 %)
- **The candidate usually and extensively demonstrates indicators of performance.**
  - (89–80%)
- **The candidate sometimes and adequately demonstrates indicators of performance.**
  - (79–70%)
- **The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance.**
  - (60–69%)

### Professional Behavior: The Other Professional Educator Candidate demonstrates professional behavior

(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
</tr>
</thead>
</table>

- is punctual and regularly attends class
- has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
- presents oneself in a professional manner both in demeanor and appearance.
- handles feelings appropriately (emotional management)
- maintains integrity and high professional standards.
- works in a reliable, dependable manner, utilizing initiative.
- seeks opportunities for professional development and actively participates in professional organizations.
- demonstrates the appropriate use of personal technology during class.
- demonstrates academic honesty.

## Effective Communication: The Other Professional Educator Candidate demonstrates effective communication skills

(Please use a ✓ to indicate level of performance.)

<table>
<thead>
<tr>
<th>Outcome</th>
<th>F (4)</th>
<th>A (3)</th>
<th>M (2)</th>
<th>U (1)</th>
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</thead>
</table>

- communicates effectively in a professional manner using standard English language and appropriate tone for the situation.
- is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.
- is willing to share information and ideas in a mutually respectful manner.
- utilizes and models active listening and appropriate feedback skills.

## Criteria for rating

<table>
<thead>
<tr>
<th>Favorable</th>
<th>Acceptable</th>
<th>Marginal</th>
<th>Unacceptable</th>
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<tbody>
<tr>
<td>4</td>
<td>3</td>
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</table>

- **The candidate consistently and**
  - (90–100 %)
- **The candidate usually and**
  - (89–80%)
- **The candidate sometimes and**
  - (79–70%)
- **The candidate rarely or never and**
<table>
<thead>
<tr>
<th>thoroughly demonstrates indicators of performance. (90–100 %)</th>
<th>extensively demonstrates indicators of performance. (89-80%)</th>
<th>adequately demonstrates indicators of performance. (79-70%)</th>
<th>inappropriately or superficially demonstrates indicators of performance. (60-69%)</th>
</tr>
</thead>
</table>

**Professional Practice: The Other Professional Educator Candidate demonstrates professional practice** (Please use a ✓ to indicate level of performance.)

- ✓ is curious, willing to experiment with new ideas and techniques, and is receptive to change.
- ✓ analyzes and evaluates concepts and clinical practices.
- ✓ experiments, evaluates, and initiates innovative practices.
- ✓ demonstrates a willingness to review and analyze research and/or conduct research on his/her own.
- ✓ recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.
- ✓ is respectful, tolerant, and responsive to the cultural and family differences, including special needs, which students and colleagues bring to the learning environment.
- ✓ continually deepens knowledge of practice and student learning.
- ✓ understands the roles of assessment, including the roles of standards and outcomes in assessment.

**Criteria for rating**

<table>
<thead>
<tr>
<th>Favorable</th>
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<th>Marginal</th>
<th>Unacceptable</th>
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<tbody>
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<td>1</td>
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</table>

The candidate consistently and thoroughly demonstrates indicators of performance. (90–100 %)
The candidate usually and extensively demonstrates indicators of performance. (89-80%)
The candidate sometimes and adequately demonstrates indicators of performance. (79-70%)
The candidate rarely or never and inappropriately or superficially demonstrates indicators of performance. (60-69%)

**Systematic Thinking: The Other Professional Educator Candidate demonstrates systematic thinking** (Please use a ✓ to indicate level of performance.)

- ✓ critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.
- ✓ thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.
- ✓ thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.
- ✓ conducts self assessment through reflection in problem solving.

**Advanced Level Student Professional Dispositions**

I. Professional Behavior: Professional and Ethical Standards, Commitment and Behavior

a. Is punctual and regularly attends class
b. Has a positive disposition (possesses congenial interpersonal skills; is patient, resilient, optimistic and approachable).
c. Presents oneself in a professional manner both in demeanor and appearance.
d. Handles feelings appropriately (emotional management)
e. maintains integrity and high professional standards.

f. works in a reliable, dependable manner, utilizing initiative.

g. seeks opportunities for professional development and actively participates in professional organizations.

h. demonstrates academic honesty.

II. Professional Practice: The Desire to Analyze/Evaluate Concepts and Clinical Practices, to Experiment and to Evaluate and/or Initiate Innovative Practices

a. is curious, willing to experiment with new ideas and techniques, and is receptive to change.

b. analyzes and evaluates concepts and clinical practices.

c. experiments, evaluates, and initiates innovative practices.

d. demonstrates a willingness to review and analyze research and/or conduct research on his/her own.

e. recognizes the individual differences that distinguish his/her students from one another and takes into account these differences in behavior of students.

f. is respectful, tolerant, and responsive to the cultural and family differences, including special needs, that students and colleagues bring to the learning environment.

g. continually deepens knowledge of practice and student learning.

h. understands the roles of assessment, including the roles of standards and outcomes in assessment.

III. Effective Communication

a. communicates effectively in a professional manner using standard English language and appropriate tone for the situation.

b. is highly sensitive to what to do or say in order to maintain good relations with others and acts accordingly.

c. is willing to share information and ideas in a mutually respectful manner.

d. utilizes and models active listening and appropriate feedback skills.

IV. Systematic Thinking

a. critically examines his/her practice on a regular basis to deepen knowledge, expand his/her repertoire of skills, and incorporate findings into practice.

b. thinks critically before responding to unforeseen circumstances and modifies his/her actions as a result.

c. thinks critically about how to best manage, apply, and integrate technology into his/her everyday practice.

d. conducts self assessment through reflection in problem solving.

Dispositions  As a component of student assessment, the College of Education has instituted a system for monitoring the professional dispositions: Professionalism, Effective Communication, Respectful Behavior, Ethical Behavior, and Reflective Behavior. At the end of each semester each instructor will fill out an assessment instrument for each student which will be turned in to the department chair and kept in the student’s file. If a problem arises during the semester, a disposition feedback form may be completed by an instructor or school personnel and turned in to the student’s department chair. The severity of the behavioral deficiency will influence the chairperson’s handling of the situation. (See Assessment Instrument for Dispositions and Disposition Feedback Form for more detailed information. This policy includes provisions for professional dress, attendance, punctuality, use of cell phones, etc.).

Academic Honor Policy

The University’s Academic Honor Policy is located in the FANG Student Handbook, under the Student Code of Conduct-Regulation 2.012 section, beginning on page 55-56.

1. An academic honesty violation shall include a student who gives or takes information of material and wrongfully uses its to aid himself/herself or another student in academic endeavors. It shall further include receiving unauthorized written or oral information from a fellow student. Additionally, it shall include stealing, buying, selling, or referring to a copy of an examination before it is administered. 2. In the instance of papers written outside of the class, academic honesty violations shall include plagiarism. Plagiarism may be specifically defined for the purposes of any course by the instructor.
involved. Unless otherwise defined, plagiarism shall include failure to use quotation marks or other conventional markings around material quoted from any source. Plagiarism shall also include paraphrasing a specific passage from a specific source without indicating accurately what that source is. Plagiarism shall further include letting another person compose or rewrite a written assignment. 3. A student who assists in any of the academic honesty violations mentioned above shall be considered equally as responsible as the student who accepts such assistance. 4. For procedural information regarding academic honesty violations, students should consult with the academic dean or director in the respective school or college. 5. The penalties for academic honesty violations shall include: reprimand, reduction of grade, denial of academic credit; invalidation of university credit or of the degree based upon such credit; probation; suspension; dismissal; or expulsion. In addition to any other penalties that may be imposed, the individual or student may be denied admission or further registration, and the University may invalidate academic credit for work done by a student and may invalidate or revoke the degree based upon such credit if it is determined that the student has made false, fraudulent, or incomplete statements in the application, residence affidavit, or accompanying documents or statements in connection with, or supplemental, to, the application for admission to or graduation from the University.

Non-Discrimination Statement

It is the policy of Florida A&M University to assure that each member of the university community is permitted to work or attend classes in an environment free from any form of discrimination, including race, religion, color, age, handicap, sex, marital status, national origin, veteran status, and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the university and employment. Questions concerning this policy and procedures for filing complaints under the policy should be directed to the University EEO/EEA Officer.

ADA Compliance

To comply with the provisions of the Americans with Disabilities Act (ADA), please advise instructor of accommodations required to insure participation in this course. Documentation of disability is required and should be submitted to the Learning Development and Evaluation Center (LDEC). For additional information please contact the LDEC at (850) 599-3180.

<table>
<thead>
<tr>
<th>Tentative Course Calendar</th>
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<tbody>
<tr>
<td><strong>Week</strong></td>
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<td>Week 8</td>
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<td>Week 9</td>
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Higher Ed Topics: Class Presentations

Week 10  March 12  Lecture: Higher Ed in 20th Century
Surveys Due: (State and National)

Week 11  March 19  Class Discussion: Interview Methods

Week 12  March 26  Lecture: Higher Ed in 21st Century
Issues in HE

Week 13  April  2  Interviews Due
Revolutionary Leadership in Higher Education

Week 14  April  9  Final Project Due

Week 15  April 16  Make-up Day

Week 16  April 23  Final Debate/Issue “White Paper” Due

Week 17  April 30  Final Exam Week

Note: This is a tentative course outline and subject to change by the instructor. Course requirements are also subject to change.

Selected References


Picciano, A. (1998). Educational leadership and planning for technology. Columbus, OH.: Prentice-
Hall.