

## Syllabus

### Course Overview

Welcome to one of your first courses in the Higher Education Program. You are in for an interesting journey. You may already be employed in the field of higher education or you may aspire to do so. Either way, this course is designed to provide an overview of this exciting and ever-changing field.

The course starts with an articulation of your goals for this course, your program, and beyond graduation. You will revisit and refine these goals throughout the course.

We then review higher education from an historical perspective. There is no better place to start your travel into higher education than with its history; you may be surprised at what you find out about the first colonial colleges.

From there we look at the organizational structures and divisions that exist in a variety of different college types including private, for-profit, and public. This is a good opportunity for you to begin to imagine yourself in a particular area of higher education as you continue to refine your goals. With all organizations comes governance. We will look at a variety of governance models and analyze how they differ in various types of colleges and universities. Finally, we will explore higher education policy and trends and reflect on the future.

Throughout the course, you will work on a professional path course project. It involves reviewing your work history, setting goals, conducting a gap analysis, and finally creating an action plan. You will also look at higher education organizations, conduct an informational interview, and create a glossary of higher education positions. Upon completion of this course, you will have a sound foundation to continue with your coursework in the master's program in higher education. You will also have a clear and well-organized action plan to achieve your career goals.

### Course Competencies

(Read Only)

To successfully complete this course, you will be expected to:

- 1 Evaluate how the history of higher education influences present day educational practice.
- 2 Analyze the application of higher education policy on practice.
- 3 Analyze higher education structures and models.
- 4 Evaluate how current trends influence higher education practice.
- 5 Integrate self-reflection into personal and professional practice.
- 6 Communicate in a manner that is scholarly, professional, and consistent with expectations for members of the education profession.

### Course Prerequisites

**Prerequisite(s): ED5010. Cannot be fulfilled by transfer or prior learning assessment.**

## Syllabus >> Course Materials

### Required

The materials listed below are required to complete the learning activities in this course.

### Library

The following required readings are provided in the Capella University Library or linked directly in this course. To find specific readings by journal or book title, use [Journal and Book Locator](#). Refer to the [Journal and Book Locator library guide](#) to learn how to use this tool.

- Chickering, A. (2010). [Our purposes: Personal reflections on character development](#). *Liberal Education*, 96(3), 54–59.
- Chronicle of Higher Education. (2018, March 4). [The 2018 trends report \[Special report\]](#). *Chronicle of Higher Education*.
- Cowen, S. S. (2018, August 13). [Shared governance does not mean shared decision making](#). *Chronicle of Higher Education*.
- Hope, J. (2016). [Get your campus ready for Generation Z](#). *Student Affairs Today*, 19(7), 1, 6–7.
- Kuh, G. D. (2016). [Making learning meaningful: Engaging students in ways that matter to them](#). *New Directions for Teaching and Learning*, 2016(145), 49–56.
- Renn, K. A., & Hodges, J. P. (2007). [The first year on the job: Experiences of new professionals in student affairs](#). *NASPA Journal*, 44(2), 367–391.
- Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: University of Georgia Press.
- Thelin, J. R., & Hirschy, A. S. (2009). [College students and the curriculum: The fantastic voyage of higher education, 1636 to the present](#). *NACADA Journal*, 29(2), 9–17.
- Tinto, V. (2015). [Through the eyes of students](#). *Journal of College Student Retention: Research, Theory and Practice*, 19(3), 254–269.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- Bahls, S. C. (2014, March/April). [How to make shared governance work: Some best practices](https://www.agb.org/trusteeship/2014/3/how-make-shared-governance-work-some-best-practices). *Trusteeship Magazine*. Retrieved from <https://www.agb.org/trusteeship/2014/3/how-make-shared-governance-work-some-best-practices>
- CA Career Briefs. (2014, March 27). [College Board's five ways ed pays](https://www.youtube.com/watch?v=MGHTUbZJFP8) [Video]. | [Transcript](https://www.youtube.com/watch?v=MGHTUbZJFP8) Retrieved from <https://www.youtube.com/watch?v=MGHTUbZJFP8>
- College Board. (n.d.). [Education pays 2016](https://trends.collegeboard.org/education-pays). Retrieved from <https://trends.collegeboard.org/education-pays>
- Eagan, K., Stolzenberg, E. B., Zimmerman, H. B., Aragon, M. C., Sayson, H. W., & Rios-Aguilar, C. (2017). [The American freshmen: National norms fall 2016](https://www.heri.ucla.edu/monographs/TheAmericanFreshman2016.pdf) [PDF]. Los Angeles, CA: The Higher Education Research Institute. Retrieved from <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2016.pdf>
- European Higher Education Area. (n.d.). [How does the Bologna Process work?](http://www.ehea.info/pid34247/how-does-the-bologna-process-work.html) Retrieved from <http://www.ehea.info/pid34247/how-does-the-bologna-process-work.html>
- Grajek, S. (2016). [Trend watch 2016: Which IT trends is higher education responding to?](https://library.educause.edu/~media/files/library/2016/3/ers1601tr.pdf) [PDF]. Louisville, CO: ECAR. Retrieved from <https://library.educause.edu/~media/files/library/2016/3/ers1601tr.pdf>
- Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018, January). [Assessment that matters: Trending toward practices that document authentic student learning](http://www.learningoutcomesassessment.org/documents/NILOA2018SurveyReport.pdf) [PDF]. Urbana, IL: National Institute for Learning Outcomes Assessment. Available from <http://www.learningoutcomesassessment.org/documents/NILOA2018SurveyReport.pdf>
- Keeling, R. P., Underhile, R., & Wall, A. F. (2007). [Horizontal and vertical structures: The dynamics of organization in higher education](https://www.aacu.org/publications-research/periodicals/horizontal-and-vertical-structures-dynamics-organization-higher). *Liberal Education*, 93(4). Retrieved from <https://www.aacu.org/publications-research/periodicals/horizontal-and-vertical-structures-dynamics-organization-higher>
- Parnell, A., Jones, D., Wesaw, A., & Brooks, D. C. (2018). [Institutions' use of data and analytics for student success: Results from a national landscape](https://library.educause.edu/~media/files/library/2018/4/useofdata2018report.pdf) [PDF]. Retrieved from EDUCAUSE website: <https://library.educause.edu/~media/files/library/2018/4/useofdata2018report.pdf>
- The New York Times Conferences. (2017, June 1). [The New York Times higher ed leaders forum: Campus matters: X, Y and Now Z?](https://youtu.be/dihMdaHEoZ8) [Video]. | [Transcript](https://youtu.be/dihMdaHEoZ8) Retrieved from <https://youtu.be/dihMdaHEoZ8>
- The New York Times Conferences. (2018, May 31). [Plugged in and tuned out: Educating the iGen](https://www.youtube.com/watch?time_continue=5&v=yU_29T8blKw) [Video]. | [Transcript](https://www.youtube.com/watch?time_continue=5&v=yU_29T8blKw) Retrieved from [https://www.youtube.com/watch?time\\_continue=5&v=yU\\_29T8blKw](https://www.youtube.com/watch?time_continue=5&v=yU_29T8blKw)
- Western Interstate Commission for Higher Education. (n.d.). [Knocking at the college door: Projections of high school graduates through 2032](https://knocking.wiche.edu/). Retrieved from <https://knocking.wiche.edu/>

## Suggested

The following materials are recommended to provide you with a better understanding of the topics in this course. These materials are not required to complete the course, but they are aligned to course activities and assessments and are highly recommended for your use.

### External Resource

Please note that URLs change frequently. While the URLs were current when this course was designed, some may no longer be valid. If you cannot access a specific link, contact your instructor for an alternative URL. Permissions for the following links have been either granted or deemed appropriate for educational use at the time of course publication.

- ChronicleVitaes. (n.d.). [Jobs](https://chroniclevitaes.com/job_search/new). Retrieved from [https://chroniclevitaes.com/job\\_search/new](https://chroniclevitaes.com/job_search/new)
- [HigherEdJobs](http://www.higheredjobs.com/default.cfm). (n.d.). Retrieved from <http://www.higheredjobs.com/default.cfm>
- Inside Higher Ed. (n.d.). [Find a job](https://careers.insidehighered.com/). Retrieved from <https://careers.insidehighered.com/>

## Optional

The following optional materials are offered to provide you with a better understanding of the topics in this course. These materials are not required to complete the course.

## Projects

### Project >> Professional Path Project

#### Project Overview

Throughout the master's program in higher education, you will learn about the theoretical and practical aspects of higher education. The program was designed to prepare you to work in higher education, applying best practices based on sound theory as a practitioner-scholar.

At this stage in your program and development, it is critical to establish professional goals and note your current strengths toward those goals while acknowledging the challenges you face to acquire the knowledge, skills, and disposition needed to achieve your goals.

Over the course of your master's degree, you will achieve the following outcomes:

1. Lead and collaborate globally and with culturally diverse stakeholders.
2. Apply foundational knowledge of higher education systems, theory, and processes to address professional challenges and change.
3. Apply critical thinking to provide data-driven solutions to higher education challenges and opportunities.
4. Apply technology to enhance practices and create innovative solutions.
5. Integrate principles of ethical decision making into professional practices.
6. Engage in reflective practice that leads to continuous growth and improvement.
7. Employ effective communication skills.
8. Apply relevant research to improve one's professional practice.

The specialization outcomes are the over-arching themes covered throughout the program and specialization courses. These outcomes relate to specialization competencies, courses, and assignments.

## Project Structure

Throughout the course, you will submit components that build toward your final presentation, due in Unit 10. Your instructor will provide you with feedback at each step. You will complete the following components:

### Unit 1 Discussion: Personal and Professional Goals

In order to work toward your career goals, it is important to articulate them. In this discussion, you will reflect on your professional goals.

### Unit 3 Discussion: Curriculum Vitae

For this discussion, you will develop a curriculum vitae in an effort to review your professional accomplishments so that you may determine your professional goals. The vitae is a record of your professional history and also serves as a writing sample.

### Unit 3 Assignment: Goals, Competencies, and Gap Analysis

In order to work toward your career goals, it is important to articulate them. In this assignment, you will write about your current professional goals in as much detail as possible, research and identify the competencies required for your desired position, and present a gap analysis of how your current knowledge and skills compare with what is required for your desired position.

### Unit 9 Discussion: Action Strategies

In this discussion, you will share specific strategies you have formulated for achieving your goals.

### Unit 10: Final Presentation

For this final project component, you will create a PowerPoint presentation that includes your goals, competencies, gap analysis, and action plan.

## Project Components

Activity	Grade Weight (%)
u03a1 - Professional Path Project: Goals, Competencies, and Gap Analysis	15
u10a1 - Professional Path Project: Final Presentation	15

## Unit 1 >> Overview and Impact of Higher Education

### Introduction

This course is designed to provide an overview of the field of higher education, including its structure, scope, role in history, theories, and practices. In addition to providing an overview, an important element of this course is to assist you in formulating your goals and aspirations and determining the gaps in your skills and action strategies for achieving goals, and to subsequently guide you in the correct direction as you move through your degree program.

As of 2015, there were approximately 4,600 degree-granting postsecondary educational organizations operating in America (National Center for Education Statistics, n.d.). While they often appear similar in terms of the functions of enrolling students, employing faculty, and providing educational opportunities, there are major differences in their missions, leadership styles, organizational cultures, and governance structures. Understanding the complexity of educational organizations necessitates study of purpose and outcomes. In essence, we must ask ourselves the following question: What is the individual and societal benefit of higher education?

This first unit will help you to begin thinking about this question as well as your goals for the degree program and for your career.

Reference

National Center for Education Statistics. (n.d.). Fast facts. Retrieved from <https://nces.ed.gov/fastfacts/display.asp?id=84>

## Learning Activities

### u01s1 - Studies

## Readings

Use the Internet to read the following:

- College Board. (n.d.). Education pays 2016. Retrieved from <https://trends.collegeboard.org/education-pays>
  - Using the Download Reports menu, download the *Education Pays 2016: The Benefits of Higher Education for Individuals and Society* PDF report along with its supporting documents.
- Western Interstate Commission for Higher Education. (n.d.). Knocking at the college door: Projections of high school graduates through 2032. Retrieved from <https://knocking.wiche.edu/>

## Video

View the following:

- CA Career Briefs. (2014, March 27). College Board's five ways ed pays [Video]. | Transcript. Retrieved from <https://www.youtube.com/watch?v=MGHTUbZJFP8>

### u01d1 - Higher Education: Purpose and Impact

Our study materials this week highlight a lively policy debate about the value and purpose of higher education. What do you believe is the purpose of higher education? Is a college education primarily a societal benefit or an individual benefit? Why?

## Response Guidelines

Respond to two other learners, integrating supporting examples and research literature.

u01d1 - Learning Components

- Apply knowledge of APA style for references and citations.
- Develop communication appropriate for the audience.

### u01d2 - Professional Path Project: Personal and Professional Goals

A major component of this course is for you to articulate your professional goals and aspirations. In fact, the output of this course is for you to create an action plan that you can use for achieving those goals. Before this course, you might have just been *thinking* about your goals, but now you will need to sharpen that focus. This discussion is meant as a springboard into actively thinking about those goals—to begin bringing those thoughts into focus through self-reflection on your personal and professional goals, aspirations, and practice.

For this discussion, prepare a response that answers these prompts:

- What are your personal and professional goals for this course? What are they for your master's degree and for your career?
- Which goal or goals do you think will be your greatest challenge? Why? How will you manage these challenges in order to achieve your goals?

## Response Guidelines

Respond to two other learners, either providing some experiential advice on achieving a goal or noting how your goals are similar.

### u01d2 - Learning Components

- Apply knowledge of APA style for references and citations.
- Conduct a self-assessment of motivating factors.
- Research the desired position and its requirements.
- Develop communication appropriate for the audience.
- Identify professional goals.
- Identify a desired higher education position.

## Unit 2 >> Origins of American Higher Education: The Colonial College

### Introduction

*You have to know the past to understand the present.*

— **Dr. Carl Sagan, American astronomer, writer and scientist, 1934–1996**

*Those who cannot remember the past are condemned to repeat it.*

— **George Santayana, philosopher, essayist, poet, and novelist, 1863–1952**

You may have heard these quotations before. They are the overarching theme of this unit as we look at a brief overview of American colonial higher education history.

In this unit we will study the first nine colonial colleges, including Harvard, the College of William, Yale University, the University of Pennsylvania, Princeton University, Columbia University, Brown University, Rutgers, and Dartmouth. You will see the links between higher education today and its early American roots.

### Learning Activities

#### u02s1 - Studies

## Readings

Read the following from the Capella library:

- Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: University of Georgia Press.
  - Chapter 1, "The Colonial College," pages 3–22.
- Thelin, J. R., & Hirschy, A. S. (2009). *College students and the curriculum: The fantastic voyage of higher education, 1636 to the present*. *NACADA Journal*, 29(2), 9–17.

#### u02s2 - Informational Interview Preparation

For your Unit 8 assignment, Organizational Analysis of Higher Education Functional Area, you are required to conduct an interview with an employee of a higher education institution. You should select a person to interview who is working in a position that you hope to have or want to find out more about. The person you interview may be at any level, from a department chair to the president of a university.

Take steps now to determine who you would like to interview and set up a meeting time, so you can complete this activity in a timely manner.

## Multimedia

To help you be better prepared for conducting an informational interview, view the following Capella media presentation:

- [The Informational Interview Process](#).

### u02s2 - Learning Components

- Conduct an informational interview with a college official.
- Conduct an informational interview with a college official.

### u02s3 - Independent Research

Use the Internet to research the higher education reforms listed below. You will use your research on these reforms as we discuss higher education history this week.

- The Dartmouth Case (1819).
- The Yale Report (1828).

### u02d1 - Influences on Colonial Colleges

Describe two primary influences on the practices of early colonial colleges. Are these practices related in any way to current day higher education practices? If so, in what ways? If the practices you described are not present in current practices, offer an insight as to why the practice(s) might have become obsolete or impractical.

## Response Guidelines

Respond to at least two other learners. In your post, describe the kinds of experiences have you had with higher education institutions that reinforce or refute your peers' statements about these practices.

## Unit 3 >> History of American Higher Education - Later Eras

### Introduction

This week we will continue to expand our knowledge of the history of higher education. We will build upon our knowledge of colonial colleges to compare and contrast trends that emerge in later higher education eras. Our studies will focus on five different eras, including the Emergent Nation (late 1700s–mid 1800s), Transformation through Industrialization (mid 1800s–mid 1900s), Mass Higher Education (mid 1900s–late 1900s), Consolidation Era (late 1900s), and Accountability Era (early 2000s–present).

### Learning Activities

#### u03s1 - Studies

## Readings

Read the following from the Capella library:

- Rudolph, F. (1990). *The American college and university: A history*. Athens, GA: University of Georgia Press.
  - Chapter 3, "The College Movement," pages 44–67.
  - Chapter 6, "Reform and Reaction," pages 110–145.
  - Chapter 13, "The Emerging University," pages 264–286.
  - Chapter 17, "Progressivism and the Universities," pages 355–372.

### u03s2 - Independent Research

Use the Internet to research the reforms listed below. You will use your research on these reforms as we continue our discussion of higher education history this week.

- The Morrill Acts (1862 and 1890).
- The Wisconsin Idea (1904).
- 1940 American Association of University Professors (AAUP) Statement of Principles.
- The G. I. Bill of Rights (1944).

### u03a1 - Professional Path Project: Goals, Competencies, and Gap Analysis

In order to work toward your professional goals, it is important to articulate them. In this component of your project, you are to articulate your professional goals and continue doing self-reflection on your readiness for your chosen professional path. Use the following headings and prompts as a guideline to create this project component:

#### Introduction and Overview

In this section, write an introduction and provide an overview of your current and past professional positions.

#### Goals

In this section, write about your professional goals, including the position, type of institution, and size and scope of the department in which you desire to work.

- Describe, in detail, the professional goals you want to set for yourself. In other words, what would you say your professional goals are for the next 1–3 years? Provide as much detail as possible about your goals, so you can explore what motivates you, why you are drawn in that direction, and what you hope to accomplish.
- Identify a higher education position, including the requirements for the position. In general, what is this position's function within the governing and operational structure of a higher education institution?
- Provide a narrative about why you are interested in this position and how this position supports your professional goals.

#### Competency Areas Associated with the Desired Position

In this section, research and identify the core competencies relevant to the position you identified in the Goals section above.

By researching core competencies, you can begin to compare the knowledge, skills, and dispositions you currently possess (and do not possess) to what the industry says you should possess. In this way, you can prioritize your goals and objectives, thereby creating an action plan that is aligned, relevant, and realistic.

For instance, if you aspire to be director of learning technologies, you would research the core competencies of that position using the theorists' articles, professional organizations, and independent research. You would then identify the division of the college in which this position is found. In this case the division would be student services. Core competency statements would be provided and supported with the literature. Examples of core competencies for the director of learning technologies might be:

- Support student teaching and learning with the use of available technology.
- The director is a visionary who is able to create and articulate a vision and mission to constituents.

### Gap Analysis

In this section, describe the knowledge and skills needed for the position you identified and the knowledge and skills appropriate to the position that you currently hold.

- Do a self-assessment of the knowledge, skills, and disposition you currently possess and how well they align to the requirements of the position and professional goals you identified.
- Describe gaps in your knowledge, skills, and disposition based on your experiences, your professional goals, job postings, and your professional assets.
- Identify professional organization(s) you can leverage in supporting your professional goals. Explain the influence and relevance these organization(s) have on higher education institutions. Another approach to this could be to explain the professional organization's influence on the position, information it can provide, and how that relates to the position's credibility in a higher education institution.

### Conclusion

Write a conclusion.

## Submission Requirements

To achieve a successful assignment outcome, you are expected to meet the following requirements:

- **Length:** Your assignment should be 3–4 pages, in addition to a cover page and references page.
- **Cover page:** Include a cover page formatted according to APA style.
- **Body of paper:** Cite any and all information that is not common knowledge. Use APA style and formatting for headings.
- **References list:** Be sure to include all references cited in an APA references list at the end of your paper.
- **Font and font size:** Use Times New Roman, 12-point font, and double space.

Refer to the resources in the Capella Writing Center to help with writing and formatting this assignment according to APA style and format.

Course Resources

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[Capella Writing Center](#)

### u03d1 - Higher Education History: Later Eras

This week we are examining distinct periods in the history of American higher education. Reflecting on these historical time periods, how does the chief purpose(s) of higher education compare with its purpose today? Examining the characteristics of student populations in these historical time periods, what similarities and differences exist when compared to today's college-going population? What major higher education events and issues are associated with the historical time periods?

## Response Guidelines

Respond to at least two other learners. In your posts, compare and contrast your responses with those of your classmates.

### u03d1 - Learning Components

- Identify a significant event, policy, or factor in American higher education.
- Research key aspects of the topic.
- Research key aspects of the topic.
- Determine the historical role and influence of the event, policy, or factor.

### u03d2 - Professional Path Project: Curriculum Vitae

For this discussion, develop and attach a curriculum vitae (CV) in an effort to review your professional accomplishments so that you may determine your professional goals. The vitae is a record of your professional history and also serves as a writing sample. Use the materials linked in the Resources to help you complete a CV that is professional and polished.

## Response Guidelines

Respond to two learners and provide constructive feedback on their CV.

Course Resources

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[Curriculum Vitae Content](#)

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[CV Review Checklist](#)

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[Career Plan](#)

## Unit 4 >> Structures and Models of Higher Education

### Introduction

This week we turn our attention to the structures and models of higher education institutions. Educational organizations are as diverse as the missions, constituency groups, and regions that they serve. Organizations vary in culture, purpose, structure, governance models, and size. This is exemplified by the Carnegie Classification System.

Established in 1970, the Carnegie Classification System has become the leader in describing the diversity among postsecondary educational organizations as well as classifying these organizations. The classification system includes categories for associate's colleges, master's colleges, baccalaureate colleges, doctoral and research universities, focus institutions, and tribal colleges (The Carnegie Classification of Institutions of Higher Education, n.d.).

Reference

The Carnegie Classification of Institutions of Higher Education. (n.d.). Retrieved from <http://carnegieclassifications.iu.edu/index.php>

### Learning Activities

u04s1 - Studies

## Readings

Use the Internet to access and read the following:

- Keeling, R. P., Underhile, R., & Wall, A. F. (2007). [Horizontal and vertical structures: The dynamics of organization in higher education](https://www.aacu.org/publications-research/periodicals/horizontal-and-vertical-structures-dynamics-organization-higher). *Liberal Education*, 93(4). Retrieved from <https://www.aacu.org/publications-research/periodicals/horizontal-and-vertical-structures-dynamics-organization-higher>

## Independent Research

Locate various examples of higher education organizational charts. Try using the key search words "college organizational charts" or "university organizational charts." Having a good idea of what organizational charts typically look like will help you with the first discussion in this unit, Higher Education Structures and Models.

## u04a1 - Higher Education Influence and Impact White Paper

Write a well-organized white paper in which you respond to the following question:

- What was a significant and influential event or factor in American higher education in the last 200 years?

In your white paper, analyze the event or factor in detail, and evaluate how it influenced and impacted the field of higher education. Be certain to explain the topic, key aspects related to the topic, and the historical influence and impact of the topic. Integrate at least five references to support your work.

## Submission Requirements

To achieve a successful assignment outcome, you are expected to meet the following requirements:

- **Length:** Your white paper should be three pages, in addition to a cover page and references page.
- **Cover page:** Include a cover page formatted according to APA style.
- **Body of white paper:** Cite any and all information that is not common knowledge. Integrate at least five references into your paper.
- **References list:** Be sure to include all references cited in an APA references list at the end of your paper.
- **Font and font size:** Use Times New Roman, 12-point font, and double space.

Refer to the resources in the Capella Writing Center to help with writing and formatting this assignment according to APA style and format.

Course Resources

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[Capella Writing Center](#)

## u04d1 - Higher Education Structures and Models

Provide an organizational chart, example attached (either as an attachment or as a link) for each of the following: a private, a public, and a for-profit higher education institution. Complete an internet search to ascertain organizational charts that clearly show the chain of command (i.e. President...Vice Presidents...et cetera.) for each respective organization. If you provide a URL in your discussion post, please be sure that it leads directly to the organizational chart (or at least to the web page where the organizational chart can be opened). Compare and contrast their chain of commands. Explain if they differ because of the type (public, private, or for profit) of college or because of other reasons, for example size, scope, mission, et cetera. What is the typical role of leadership in each of these structures?

## Response Guidelines

Respond to two other learners and describe what you think the role of leadership is for each organizational chart.

Course Resources

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[Sample Organizational Chart \[DOCX\]](#)

## u04d1 - Learning Components

- Apply knowledge of APA style for references and citations.
- Evaluate where this position resides in several colleges and universities.
- Research the desired position and its requirements.
- Develop communication appropriate for the audience.
- Compare and contrast the institution's website materials with its mission statement.
- Identify an institution's mission and vision statements.
- Examine the institution's strategic plan, core value statements, and overarching goal statements.
- Examine the institution's organizational chart and programs.
- Conduct a literature review of higher education best practices.
- Evaluate source quality of research articles.
- Synthesize findings and how they could be used to inform higher education practices.
- Conduct a literature review of higher education best practices.
- Conduct a literature review of higher education best practices.

- Conduct an informational interview with a college official.

## Unit 5 >> Positions and Roles

### Introduction

Congratulations on reaching the midpoint of the course and on your efforts thus far! Building on our study of common structures and models of higher education, we will turn our focus to specific positions and roles this week. We will conduct external research and construct a glossary of higher education positions to enhance our understanding of the spectrum of functional areas and roles in higher education. This research will strengthen our study of structures and institutional models, as higher education institutions operate differently and have different employee roles based on their missions, visions, and institutional type.

### Learning Activities

#### u05s1 - Studies

## Independent Research

Conduct a search of positions in higher education. You will use your search to create a glossary of positions and professional organizations in higher education, which you will post in the Unit 5 discussion, Higher Education Positions and Roles. Here are a few suggested websites you can use to begin your search:

- [HigherEdJobs](http://www.higheredjobs.com/default.cfm). (n.d.). Retrieved from <http://www.higheredjobs.com/default.cfm>
- [ChronicleVitae](https://chroniclevitae.com/job_search/new). (n.d.). [Jobs](https://chroniclevitae.com/job_search/new). Retrieved from [https://chroniclevitae.com/job\\_search/new](https://chroniclevitae.com/job_search/new)
- [Inside Higher Ed](https://careers.insidehighered.com/). (n.d.). [Find a job](https://careers.insidehighered.com/). Retrieved from <https://careers.insidehighered.com/>

Look for key divisions such as student affairs, academics, enrollment management, and business affairs, as well as higher-level positions such as director, assistant director, dean, and assistant dean.

## Readings

Read the following from the Capella library:

- Renn, K. A., & Hodges, J. P. (2007). [The first year on the job: Experiences of new professionals in student affairs](#). *NASPA Journal*, 44(2), 367–391.

#### u05d1 - Higher Education Positions and Roles

Create and attach a glossary of higher education positions and professional organizations by completing the following:

- List 15–20 professional organizations and positions, including the sought-after positions you described in your Unit 3 assignment.
- Write the glossary in general terms so the positions could apply to any higher education institution.
- Do not create the glossary from your own experiences, but use the research you have conducted, cite all information, and include a references list.
- Do not copy and paste the information you find on Internet job sites, but rather paraphrase the position responsibilities and job requirements in general terms and cite.

## Response Guidelines

Respond to two learners and note positions or professional organizations that did not appear on your list. In your responses, do at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.

## u05d1 - Learning Components

- Apply knowledge of APA style for references and citations.
- Evaluate where this position resides in several colleges and universities.
- Develop communication appropriate for the audience.
- Identify key responsibilities of the position.
- Conduct a self-assessment of current professional skills.
- Synthesize findings from career research and compare skills and experience to position requirements.
- Identify a specific college or university department.
- Review the department's website and other related materials.
- Research career pathways in higher education.

## Unit 6 >> Higher Education Governance

### Introduction

Governance structures in higher education shape the very core of every college and university. Governance ultimately, or should ultimately, be the center of all decision making, including issues to do with competition, finances, strategic planning, enrollment, academic standards, and social responsibility.

Birnbaum (1998) asserts that there are four types of governance models within higher education institutions: collegial, bureaucratic, political, and anarchical. This week, we will investigate the key characteristics and governance structures associated with higher education institutions, including the implications that these characteristics exert on leadership practices and the roles within colleges. In this unit, we will also examine the challenges faced by colleges and universities regarding governance models.

### Reference

Birnbaum, R. (1998). *How colleges work*. San Francisco, CA: Jossey-Bass.

### Learning Activities

#### u06s1 - Studies

## Readings

Use the Capella library and Internet to access and read the following:

- Bahls, S. C. (2014, March/April). How to make shared governance work: Some best practices. *Trusteeship Magazine*. Retrieved from <https://www.agb.org/trusteeship/2014/3/how-make-shared-governance-work-some-best-practices>
- Cowen, S. S. (2018, August 13). Shared governance does not mean shared decision making. *Chronicle of Higher Education*.

## Multimedia

View the following Capella media presentation:

- Higher Education Organizations.

#### u06a1 - Mission Statement Analysis

Construct a mission statement analysis report by completing the following:

- Select a college or university, and research its mission statement and the website material that relates to the mission. (Material may include the institution's vision statement, core values, overarching goals, strategic plan, and other related documents).
- Write a 3-page (excluding the mission statement itself) well-structured, organized report that addresses these questions:
  - What is the mission of your selected college or university?
  - What does the college or university value and place an emphasis on in their stated mission?
  - What are the institution's long-term goals?

- How would you describe the primary student population served by the institution?
  - What types of educational programming does the institution offer?
  - Is there a focus on research, teaching, or service?
  - Does the institution have a strategic plan? If yes, what are three key highlights/goals?
  - How does the institution's organizational structure or programs support the institution's mission and goals?
  - How well does the institution's marketing and website presence match its stated mission?
  - Reflecting on the institution's mission statement and related materials, what do you think are likely challenges the institution will face in the future?
- Include an introduction and a conclusion.
  - Include a cover page and references page.
  - Include a copy of the selected institution's mission statement.

## Submission Requirements

To achieve a successful assignment outcome, you are expected to meet the following requirements:

- **Length:** Your analysis should be three pages, in addition to a cover page, a references page, and a copy of the institution's mission statement.
- **Cover page:** Include a cover page formatted according to APA style.
- **Body of paper:** Cite any and all information that is not common knowledge.
- **References list:** Be sure to include all references cited in an APA references list at the end of your paper.
- **Font and font size:** Use Times New Roman, 12-point font, and double space.

Refer to the resources in the Capella Writing Center to help with writing and formatting this assignment according to APA style and format.

### u06d1 - Higher Education Governance

Reflecting upon this week's readings, what are the key characteristics associated with each of the major types of higher education governance? What are the advantages and disadvantages associated with each type of governance?

## Response Guidelines

Respond to two other learners, integrating supporting examples and research literature.

## Unit 7 >> The College Student

### Introduction

This week we will focus on the characteristics, demographics, goals, and changing trends of college students. We will study 50 years of data trends from UCLA's Higher Education Research Institute's CIRP Freshman Survey, which is administered nationally each year to first-time college students. We will also examine research literature on Generation Z and the iGeneration of students as well as their implications for higher education.

### Learning Activities

### u07s1 - Studies

## Readings

Use the Capella library and Internet to access and read the following:

- Eagan, K., Stolzenberg, E. B., Zimmerman, H. B., Aragon, M. C., Sayson, H. W., & Rios-Aguilar, C. (2017). *The American freshmen: National norms fall 2016* [PDF]. Los Angeles, CA: The Higher Education Research Institute. Retrieved from <https://www.heri.ucla.edu/monographs/TheAmericanFreshman2016.pdf>

- Hope, J. (2016). [Get your campus ready for Generation Z](#). *Student Affairs Today*, 19(7), 1, 6–7.
- Kuh, G. D. (2016). [Making learning meaningful: Engaging students in ways that matter to them](#). *New Directions for Teaching and Learning*, 2016(145), 49–56.

## Videos

View the following:

- The New York Times Conferences. (2018, May 31). [Plugged in and tuned out: Educating the iGen \[Video\]](#). | [Transcript](#). Retrieved from [https://www.youtube.com/watch?time\\_continue=5&v=yU\\_29T8blKw](https://www.youtube.com/watch?time_continue=5&v=yU_29T8blKw)
- The New York Times Conferences. (2017, June 1). [The New York Times higher ed leaders forum: Campus matters: X, Y and Now Z? \[Video\]](#). | [Transcript](#). Retrieved from <https://youtu.be/dihMdaHEoZ8>

### u07d1 - The College Student

UCLA's Higher Education Research Institute conducts the CIRP survey each year, compiling years of trend data on entering freshmen. This week we are examining the most recent research report from UCLA's Higher Education Institute that details trends over many years. How might you describe "The American Freshman"? How have student trends changed over time?

## Response Guidelines

Respond to two other learners, integrating supporting examples and research literature.

Course Resources

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[The American Freshmen: National Norms Fall 2016 \[PDF\]](#)

## Unit 8 >> Higher Education Policy and Trends

### Introduction

We live in a time that challenges higher education. In this unit, we will begin to explore some of those challenges in a thoughtful, in-depth manner and share them, so that we each have an overview of a number of current issues facing the field of higher education.

Challenges and issues lead to trends. In this unit, we will examine higher education trends and associated policies. We will study a wide variety of policies and trends, including the Higher Education Authorization Act, enrollment management, compliance, and social climate to name just a few.

### Learning Activities

#### u08s1 - Studies

## Readings

Use the Capella library and Internet to access and read the following:

- Chickering, A. (2010). [Our purposes: Personal reflections on character development](#). *Liberal Education*, 96(3), 54–59.
- Tinto, V. (2015). [Through the eyes of students](#). *Journal of College Student Retention: Research, Theory and Practice*, 19(3), 254–269.
- Jankowski, N. A., Timmer, J. D., Kinzie, J., & Kuh, G. D. (2018, January). [Assessment that matters: Trending toward practices that document authentic student learning \[PDF\]](#). Urbana, IL: National Institute for Learning Outcomes Assessment. Retrieved from <http://www.learningoutcomesassessment.org/documents/NILOA2018SurveyReport.pdf>

## Independent Research

Locate at least three articles on a higher education issue of interest to you. You will use these articles to complete the Higher Education Policy and Trends discussion in this unit.

### u08s2 - Individualized Action Plan

As part of your Unit 10 assignment, the final project presentation, you will create an action plan that addresses current gaps in knowledge, experience, skills, and disposition as they apply to your future goals. To prepare for your action plan, use the following interactive:

- [Career Plan](#).

### u08a1 - Organizational Analysis of Higher Education Functional Area

For this assignment, write a 6-page organizational analysis of a specific department in a college or university, along with strategies for improvement. To write your analysis, do the following:

- Select a specific college or university department or functional area (admissions, graduate college, registrar, budget, facilities, student success center, human resources, residential life, multicultural affairs, academic affairs, dean of students' office, et cetera).
- For the selected department, examine and evaluate its organization and structure, priorities, goals, and challenges. Your research must include:
  - A personal interview with a key administrator in the department.
  - A review of current literature related to that functional area within higher education.
- Provide a critical analysis and evaluation of the services and best practices utilized in the department, based on organizational theory and student development/retention theory and strategies, using the findings from your informational interview and the research you conducted.
- Develop a meaningful list of improvement strategies for the functional area, based on research.
- Include three outside references in addition to the informational interview.

## Submission Requirements

To achieve a successful assignment outcome, you are expected to meet the following requirements:

- **Length:** Your analysis should be six pages, in addition to a cover page and references page.
- **Cover page:** Include a cover page formatted according to APA style.
- **Body of paper:** Cite any and all information that is not common knowledge. Integrate at least three references into your paper. Use APA style and formatting for headings.
- **References list:** Be sure to include all references cited in an APA references list at the end of your paper.
- **Font and font size:** Use Times New Roman, 12-point font, and double space.

Refer to the resources in the Capella Writing Center to help with writing and formatting this assignment according to APA style and format.

Course Resources

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[Capella Writing Center](#)

### u08d1 - Higher Education Policy and Trends

Research a higher education policy or trend that was described in the readings this week or that you have a particular interest in. Create a post that accomplishes the following:

- Provide a fuller picture of the policy or trend by putting it within a context, and cite some brief examples or anecdotes about the issue.
- Explain how this policy or trend affects and influences institutional practices, such as legal policy, legislation, leadership, et cetera.
- Discuss international and multicultural diversity aspects of this issue, if any emerge.
- Provide 2–3 suggestions on what possible steps can be taken to tackle the issue. These suggestions do not need to solve the issue; they can be suggestions on what preliminary things might need to occur in order to understand the issue more deeply.
- Support your post with at least three peer-reviewed articles.

## Response Guidelines

Respond to at least two of your peers. Your responses are expected to be substantive in nature and reference the assigned readings, as well as other theoretical, empirical, or professional literature to support your views and writings. In your response, do at least one of the following:

- Ask a probing question.
- Offer a suggestion.
- Elaborate on a particular point.
- Provide an alternative opinion.

### Unit 9 >> Technology in Higher Education

#### Introduction

This week we will examine the impact and implications of technology in higher education. We will study a broad range of technology related topics, including online education, instructional technology, social media, security, and data analytics. We will also dedicate time to examining specific technologies in higher education, including enterprise resource systems, learning management systems, accountability management systems, and e-portfolios.

You will also have the opportunity to discuss the strategies used in your final project with your peers and instructor.

#### Learning Activities

##### u09s1 - Studies

## Readings

Use the Internet to access and read the following:

- Grajek, S. (2016). *Trend watch 2016: Which IT trends is higher education responding to?* [PDF]. Louisville, CO: ECAR. Retrieved from <https://library.educause.edu/~media/files/library/2016/3/ers1601tr.pdf>
- Parnell, A., Jones, D., Wesaw, A., & Brooks, D. C. (2018). *Institutions' use of data and analytics for student success: Results from a national landscape* [PDF]. Retrieved from EDUCAUSE website: <https://library.educause.edu/~media/files/library/2018/4/useofdata2018report.pdf>

##### u09d1 - Technology in Higher Education

Describe a technology or technological trend that has an impact on the higher education field. How does this trend influence educational outcomes and institutional processes?

## Response Guidelines

Respond to two other learners, integrating supporting examples and research literature.

## u09d2 - Professional Path Project: Action Strategies

For this discussion, share your goals and specific action strategies you have formulated to reach those goals in the Professional Path course project.

### Response Guidelines

Respond to at least two of your peers, and provide feedback on their action strategies.

#### u09d2 - Learning Components

- Apply knowledge of APA style for references and citations.
- Conduct a self-assessment of motivating factors.
- Evaluate where this position resides in several colleges and universities.
- Research the desired position and its requirements.
- Develop communication appropriate for the audience.
- Identify professional goals.
- Identify key responsibilities of the position.
- Identify a desired higher education position.
- Conduct a self-assessment of current professional knowledge and skills.
- Examine previous experiences and engage in self-reflection.
- Formulate strategies for attaining future professional goals.
- Evaluate source quality of research articles.
- Synthesize findings and how they could be used to inform higher education practices.

## Unit 10 >> Globalization and Higher Education Future Trends

### Introduction

As we complete this course, it is important to reflect on the course itself as well as your final project. In fact, consider reflection as an integral part of your education as you move forward in this degree and beyond. Reflection helps us look at the bigger picture of our learning experiences, as well as process and evaluate experiences in order to make better choices in the next phase of an activity.

As we conclude our studies together this term, we will examine the impact of globalization and future trends in higher education. You will also prepare a presentation as the final component in your course project.

### Learning Activities

#### u10s1 - Studies

### Readings

Use the Capella library and Internet to access and read the following:

- Chronicle of Higher Education. (2018, March 4). [The 2018 trends report \[Special report\]](#). *Chronicle of Higher Education*.
- European Higher Education Area. (n.d.). [How does the Bologna Process work?](http://www.ehea.info/pid34247/how-does-the-bologna-process-work.html) Retrieved from <http://www.ehea.info/pid34247/how-does-the-bologna-process-work.html>

#### u10a1 - Professional Path Project: Final Presentation

Drawing upon your Unit 3 assignment, Professional Path Project discussions, and your research this term, prepare a PowerPoint presentation that details your professional goals, assessment of progress toward those goals, and action plan.

Create the following slides:

- Title slide.
- Introduction.
- Highlights from Curriculum Vitae.
- Career Goals.
- Institution.
  - Describe the type of higher education institution (public, for-profit, et cetera) in which you aspire to work. This type of institution should be an environment where you feel there is a fit for you and how you want to develop professionally.
- Core Competencies.
- Gap Analysis.
- Action Plan.
  - Create an action plan that addresses current gaps in knowledge, experience, skills, and disposition. The action plan needs to be based on the core competencies of the position you identified in the Unit 3 assignment.
- Self-Reflection.
  - Integrate a self-reflective narrative on how your action plan responds to trends in higher education and relates to the selected specialization within higher education leadership.
- Conclusion.
- References.
  - Be sure to include all references from the above components. You must use a minimum of seven sources, and the references list should be formatted in proper APA style.

Your presentation should be at least 12 slides, in addition to the title and references slides.

Course Resources

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[Capella Writing Center](#)

### **u10d1 - Globalization and Future Trends**

Describe the impact you believe globalization will have on higher education in the next decade. How will Europe's Bologna Process likely impact the higher education accountability conversation in the United States? Reflecting on the higher education history and current higher education topics we have examined in this course, what do you imagine for higher education in the future? What future trends will you keep an eye on? Why?

## **Response Guidelines**

Respond to two other learners, integrating supporting examples and research literature.