**Introduction To the Study of Higher Education**

**(EDA 6051)**

**Grade Distribution:**

**Assignment (s): %/ Pts.**

Class Attendance & Participation 15

Oral Presentation/Submission of Higher 5

Education Program Mission Statement Analyses

Weekly Reflections 10

Oral Presentation/Submission of Selected 20

Institution Type Research Paper

Site Visit Reflection 10

Oral Presentation/Submission of Selected Side 20

of the Enterprise Research Paper

Integrated Essay 10

Portfolio 10

Total Points 100

**Assignment(s):**

***Weekly Reflections:*** Prepare and submit your weekly reflections summarizing what you learn each week relative to the course’s content area and purpose, i.e., “Introduction to Higher Education.”

**Rubric:**

**Total Points = 10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outstanding**  **(10)** | **Above Average**  **(8)** | **Average**  **(6)** | **Below Average**  **(4)** | **Poor**  **(2)** |
| 100% of the weekly reflections were submitted by the assigned due date (5) | 85% or more of the weekly reflections were submitted each week by the assigned due date (4) | A minimum of 75% of the weekly reflections were submitted by the due date  (3) | Less than 75% of the weekly reflections were submitted by the assigned due date (2) | 50% or fewer of the weekly reflections were submitted by the assigned due date (1) |
| Weekly reflections were exceptionally well written, represented a depth of understanding, exceeding what would normally be expected in an introductory course of this nature, and incorporated examples taken from the assigned reading and/or day-to-day practice (5) | Weekly reflections were very well written and incorporated examples taken from the assigned reading and/or day-to-day practice (4) | Weekly reflections were well written and incorporated examples taken from the assigned reading and/or day-to-day practice (3) | Weekly reflections were submitted but not very well written, but do include examples taken from the assigned reading and/or day-to-day practice (2) | Weekly reflections were submitted but poorly written, and do not include examples taken from the assigned reading and/or day-to-day practice (1) |

***Mission Statement Analyses***: Research five (5) of the over 200 existing higher education administration graduate program mission statements via the internet to determine major themes. Be prepared to share your findings with the other members of the class. Class discussion will center around major themes.

**Rubric:**

**Total Points = 5**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Outstanding**  **(5)** | **Above Average**  **4)** | **Average**  **(3)** | **Below Average**  **(2)** | **Poor**  **(1)** |
| Mission statement analysis is exceptionally well written, follows instructions as outlined by the professor, and is properly cited. | Mission statement analysis is very well written, follows instructions as outlined by the professor, and references used are properly cited. | Mission statement analysis is well written, follows instructions as outlined by the professor and references used are properly cited. | Mission statement was submitted but not very well written. Student has not followed instructions and/or references used not properly cited. | Mission statements were not submitted. |

***Selected Institution Type Research Paper****:* Individually, or as a team member, select a specific type of higher education/postsecondary institution (e.g., Research University, Community College, Women’s College, HBCU, Private Institution, Proprietary Institution, Virtual Institution, etc.). Your research paper should address issues of mission and governance. Other related issues/topics that you might also want to include are issues of access, affordability, and funding, as well as career outlook/prospects. Submit your “Selected Institution Type” research paper to the course instructor as an e-mail attachment and be prepared to present orally to the class members and/or facilitate a discussion related to your findings.

**Rubric:**

**Total Points = 10\***

**\*Other 10 pts. based on oral presentation/facilitated discussion/peer evaluations. See peer evaluation form; one of which the instructor also completes.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outstanding (9-(10-9) | Above Average (8) | Average  (7) | Fair  (6-1) | Poor  (0) |
| The student followed instructions related to this assignment and did an outstanding job of addressing issues of mission & governance relative to the selected institution type and including other issues such as access, affordability  Funding, and career prospects for the future(1) | The student followed instructions related to this assignment and did an above average job of issues of mission & governance relative to the selected institution type and including other issues such as access, affordability  Funding, and career prospects for the future(1) | The student followed instructions related to this assignment and did an adequate job of addressing issues of mission & governance relative to the selected institution type and including other issues such as access, affordability  Funding, and career prospects for the future (1) | The student submitted the required research paper (1), but the quality was only fair(1) in terms of adherence to instructions provided(1) and issues of mission(1) & governance (1), etc. (1) relative to the selected institution type. | Research Paper was not Submitted (0) |

**Site Visit Reflections**: The class will be asked to decide as a group where this year’s site visit will be. This site visit is in aligned with the course’s topic re: “Diversity in Higher Education”. Following the class site visit, electronically submit your site visit reflections; no more than three pages, by 12:00 midnight of the day of the site visit.

**Rubric:**

**Total Points = 10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (10) | (8) | (6) | (4) | (0) |
| Reflections were exceptionally well written, represented a depth of understanding, exceeding what would normally be expected in an introductory course of this nature, and incorporates insights drawn from the assigned reading and/or  Oral presentations. | Reflections were very well written and incorporates insights drawn from the assigned reading and/or  Oral presentations. | Reflections were well written and incorporates insights drawn from the assigned reading and/or  Oral presentations. | Reflections were submitted but not very well written and do not include insights drawn from the assigned reading and/or  Oral presentations. | Reflections not were submitted. |

**Selected Side of the Enterprise Research Paper:** The class will be divided into four equal groups/teams (to the extent that we can) to represent each of the four (4) sides of the Higher Education/Postsecondary Enterprise. Each group/team will develop and submit a research paper describing one of the four sides (i.e., student services, academic affairs, general administration, or policy/governance) of the higher education using, but not necessarily limited to, resource materials provided by the instructor, as well as make an oral presentation (which may follow a different format from the research paper) to the class, but should minimally include an ***Executive Summary*** of the research paper for each member of the class.

**Rubric:**

**Total Points = 10\***

**\*Other 10 pts. based on oral presentation/facilitated discussion/peer evaluations. See peer evaluation form, one of which the instructor also completes.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Outstanding (9-(10-9) | Above Average (8) | Average  (7) | Fair  (6-1) | Poor  (0) |
| The student followed instructions related to this assignment and did an outstanding job of both incorporating resources materials provided by the instructor and drawing from additional available and contemporaneously related literature and/or research. | The student followed instructions related to this assignment and did an above average job of  both incorporating resources materials provided by the instructor and drawing from additional available and contemporaneously related literature and/or research. | The student followed instructions related to this assignment and did an adequate job of both incorporating resources materials provided by the instructor and drawing from additional available and contemporaneously related literature and/or research. | The student submitted the required research paper (1), but the quality was only fair(1) in terms of adherence to instructions provided (1) and incorporating resources materials provided by the instructor (1) and drawing from additional available and contemporaneously related literature and/or research (1). | Research Paper was not Submitted (0) |

**Integrated Essay:** Prepare an “Integrated Essay” due week #5 based on assigned reading, class lectures/presentations/discussion, and weekly reflections - - and place in your course portfolio.

**Rubric:**

**Total Points = 10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| (10) | (8) | (6) | (4) | (0) |
| The Final Integrated Essay is exceptionally well written (7) and incorporates insights drawn from the assigned readings and/or oral presentations(1). The student has done an outstanding job of integrating the course concepts and principals and demonstrates an clear understanding and appreciation of the functioning of shared purposes in the college/university setting (1). The Final Integrated Essay uses citations and cites references properly according to the APA (6th Edition) Editorial Style Manual (1). | The Final Integrated Essay is very well written (5) and incorporates insights drawn from the assigned readings and/or oral presentations(1). The student has done an outstanding job of integrating the course concepts and principals and demonstrates an clear understanding and appreciation of the functioning of shared purposes in the college/university setting (1). The Final Integrated Essay uses citations and cites references properly according to the APA (6th Edition) Editorial Style Manual (1). | The Final Integrated Essay is well written (3) and incorporates insights drawn from the assigned readings and/or oral presentations(1). The student has done an outstanding job of integrating the course concepts and principals and demonstrates an clear understanding and appreciation of the functioning of shared purposes in the college/university setting (1). The Final Integrated Essay uses citations and cites references properly according to the APA (6th Edition) Editorial Style Manual (1). | The Final Integrated Essay is submitted but not very well written (1)and does not incorporate insights drawn from the assigned readings and/or oral presentation(1). The student has not done a good job of integrating the course concepts and principals nor demonstrated an clear understanding and appreciation of the functioning of shared purposes in the college/university setting (1). The Final Integrated Essay does not use citations and/or does not cite references properly according to the APA (6th Edition) Editorial Style Manual (1). | The Final Integrated Essay was not submitted (0). |

**Portfolio Scoring Guide – Rubric**

**Total Points = 10**

Student’s Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scoring:** 2= Outstanding, Impressive, Exceeds Expectations; Solid example of selected course portfolio; 1 = shows more strengths than weaknesses, but weakness detract; 0 = Incomplete; does not meet standard.

**Portfolio Management**

(Purpose, Presentation, Organization & Selection)

1. Portfolio Presentation – The portfolio is attractive and valued by the student; student demonstrates pride; attractive neat, careful work. Includes both an outside and if hard copy, inside cover page, course syllabus, and a table of contents. Materials are presented in the order of class schedule in an electronic format or a three-ring clear view binder. Tabs/dividing sections are inserted and/or clearly indicated. The best portfolios show a high degree of creativity.

2 1 0

1. Portfolio Purpose – The focus & intent of the portfolio is clear and easy to recognize.

2 1 0

1. Portfolio Organization – The organization helps the reviewer locate & identify the contents, easy to follow pages, sections. All items included are reflect the date the actual assignment was submitted. All feedback regarding each assignment submitted is included along with each individual assignment.

2 1 0

D. Purposeful Selection of Entries – The student’s involvement in selecting and managing content is strong; clear rationale for selections/entries; selection(s) demonstrate variety as appropriate,

2 1 0

1. Overall Rating

2 1 0

**Total Points \_\_\_\_\_\_\_\_\_**

**Additional Comments:**