



Northeastern University

College of Professional Studies

EDU 6202 Course Syllabus – Fall 2022

Course Information:

Faculty, Curriculum, and Academic Community
Fall Term (September 19 – December 17, 2022)
4 credit hours
Format: Online via <https://canvas.northeastern.edu>

Instructor Information:

Faculty: Mary Ann Benites Kaplan Ed.D

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Office Hours: By appointment – Please arrange via my NEU email.

Technical Requirements:

Courses are available on Northeastern University's Canvas at the following link: <http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas.

Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.

Each student is responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

Course Prerequisites:

EDU 6051: Culture, Equity, Power, and Influence (may be taken concurrently)

Course Description:

The course examines collaborative approaches to developing and improving both curriculum and the delivery of it. Faculty and curriculum are not only the core of an institution of higher education, but they are also what make institutions of higher education unique from any other type of organization. Topics include academic structure and governance within the context of the wider university community in not-for profit and for-profit institutions. Examines faculty unions, academic freedom, tenure, and the increasing role of adjuncts. Assesses how administration, faculty, and staff interact in an integrated, collegial environment.

Course Materials:

Required:

- Bess, J and Dee, J. (2014), *Bridging the divide between faculty and administration*, New York: Routledge, ISBN- 978-0-415-842730
- Boyer, Ernest L. (1997). *Scholarship reconsidered: Priorities of the professoriate*, New York: John Wiley & Sons. ISBN: 9780787940690 (Also available openly

online as a publication of the Carnegie Foundation for the Advancement of Teaching and Learning:

<http://www.umces.edu/sites/default/files/al/pdfs/BoyerScholarshipReconsidered.pdf>

- Schuster, J.H. & Finkelstein, M.J. (2008), *The American faculty*, Baltimore, MD: Johns Hopkins University Press. ISBN: 9780801891038 Recommended:
- APA 7th Edition: you may also choose to refer to <https://apastyle.apa.org> – an open resource for you to learn APA style.
- Core peer-reviewed journals in higher education located in the NEU Library.
- *Review of Higher Education*
- *Research in Higher Education*
- *Journal of Higher Education*
- *Journal of College Student Development*
- *Higher Education*
- *Community College Journal of Applied Research and Practice*
- *Community College Review*

The *Chronicle of Higher Education* is the main source of current news and information in the field of higher education. It can be accessed through the NU Library, although we suggest obtaining your own subscription to it. Other sources of up-to-date information can be found in *Change*, *Academe*, *Inside Higher Education* (www.insidehighered.com), *University Business* online, *Community College Times*, American Association of University Professors (AAUP), and professional associations in the field. The Association of Governing Boards of Universities and Colleges also contains publications and information and is available online (<http://agb.org/>)

All listed journals are available through the Snell Library. You can log in to Snell through NUOnline (Canvas) or through your *MYNEU* account.

Program Learning Outcomes (PLOs):

- Identify local, national, and global disruptions and their impact on higher education policy and practice to participate in and lead change within the higher education sector.
- Analyze problems in higher education and recommend innovative solutions grounded in historical awareness, applied theory, and driven by data.
- Integrate principles of social justice and inclusion into various functional areas within higher education.
- Engage in lifelong learning to continuously hone and improve their skills, specifically in areas of technology proficiency and the ability interpret federal, state, and institutional laws, regulations, and policies to design and implement policies and procedures ensuring compliance.
- Apply key higher education competencies, such as budgeting, crisis management, collaboration, change agency, problem-solving, and technology.

SAIL Baseline Mapping:

Enter 5 for Central, 4 for Significant, 3 for Moderate, 2 for Minimal, 1 for Potential, or 0 for None					Enter 1 for Passive Engagement, 2 for Active Engagement, or 3 for Generative Engagement
Social Consciousness & Commitment	Global Mindset	Intellectual Agility	Personal & Professional Effectiveness	Well-Being	Level of Engagement
3	2	5	4	0	3

Refer to SAIL website <https://sail.northeastern.edu/about/>

Course Learning Objectives:

This course explores how academic culture is changing rapidly and how its key intellectual capital—the faculty—function, work, and thrive so higher education institutions can meet their missions and goals. The course evolves around themes of both continuity and change, as there is much about academic culture that is based on centuries of tradition, yet we are undoubtedly in a period of unprecedented, accelerated change that will transform education.

The course, while exploring theoretical foundations, is also practical in its approach, using scenarios-based thinking and problem-solving to address contemporary issues in higher education today. It is also important to note that the course is an online learning community, one where we carry on “scholarly conversation” to explore the issues and challenges. Scholarly conversation is that which is based on what we have learned and what we know from research and literature on the topics we consider.

We continue the scholarly dialogue with our own observations of what has been presented, add to it that we have experienced, throw in a few bold and risky ideas, and the result is a deep learning experience where we actually contribute to the body of knowledge on these topics.

Through readings, discussions and assignments, students will have an opportunity to apply theory to practice in higher education administration and understand the role(s) of one’s own institutions, of each higher education sector and one’s own professional practice as faculty roles evolve.

Course Learning Outcomes: Based on satisfactory completion of this course, a student should be able to:

CLO1: Identify aspects of American faculty work, academic culture, and the concept of academic freedom. We will also consider faculty work in other countries and cultures.

CLO2: Describe the changing conditions for faculty work, identify faculty roles in an institution of higher education in curriculum and governance, understand how faculty careers evolve through tenure, rewards, and scholarship, and recognize the impact of the emerging contingent workforce.

CLO3: Create plans for faculty development and growth based on our studies of new directions for teaching, learning and assessment and frameworks for faculty learning and development.

CLO4: Develop strategies for faculty collaboration and leadership and examine how collaboration is fostered through institutional structure, effective communication and understanding of the rationale behind significant and potentially pioneering changes.

Build your ePortfolio:

As you progress through your M.Ed. Program, in each course you will incorporate one or more “signature assignments” into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard. You will receive more information in the course on how to build this ePortfolio.

Attendance Policy:

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities and complete assignments for throughout the course on time. Contact the instructor as soon as you know there may be a delay.

Late work policy:

Students must submit assignments by the deadline in the time zone noted in the syllabus. Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late. Work submitted

late without prior communication with faculty will not be graded. Late discussion board posts are not accepted after the week the discussion takes place. For example, posts to the Week 1 discussion board completed in Week 2 will not receive credit. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board. Students who are habitually late with work will see a final grade deduction.

Faculty / Student Communications:

Students can expect that emails will be answered within 48 business hours. Students should email the instructor to request a phone or video meeting. Meetings will be scheduled within 5 business days of the communication.

Course Methodology:

Discussion Board or other communication threads: students can expect questions on discussion boards directed to instructors to be answered within 24 hours. Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

Grading/Evaluation Standards:

All assignments including discussion board participation will be graded using rubrics provided to students via Canvas. The value of each assignment is designated below. Late work will not be accepted if the instructor is not notified prior to the due date. Assignments submitted up to 7 days past the due date will be graded for a maximum of half credit. After the 7 days assignments will not be graded unless arrangements have been made with the instructor. Discussion board postings cannot be made up. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board.

Grade Scale:

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below	F
		84-86.9%	B	74-76.9%	C		
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-		

In EDU6202, students engage content in a constructivist manner. Content is arranged to allow the exploration of important theories, concepts, and theorists from a practical and productive perspective. On a weekly basis, students will be expected to participation and complete assignments which may include:

- Reviewing the weekly learning objectives
- Completing all assignments on time
- Completing all lecture and learning materials
- Analyzing outside resources related to the topics
- Participating in the Discussion Board in a timely fashion

Class sessions will include a variety of pedagogical approaches such as: self-directed research, online discussions and student led discussions concerning course readings and learning objectives. This course requires each student to be an independent thinker who is intellectually curious, and responsible to all other members of the course for the quality of classroom interaction, collaboration, and group learning.

Success within an online learning environment requires each student to take ownership of his/her learning, to provide informed contributions to class sessions, to be actively engaged in class discussions and activities, and a productive member of a dynamic learning community.

Assignment Requirements: In this course, you will complete a series of Discussion Board posts, an article critique, a short paper, a case study. **Keep in mind that the weeks commence on Monday and end on Sunday 11:59 pm EST. Note: Week 12 will end on Saturday (not Sunday)**

Assignment Requirements:

Discussion Boards (45 points) 5 points per item.

You are expected to relate and analyze your readings to your own experience through online discussions with your peers in the Discussion Board section of Canvas. The Discussion Board will be used for back-and-forth dialogue among you and your peers about course concepts, theories, research, and application of these concept in relation to your higher education institution.

You are required to post 1 primary response to the discussion question and then to interact with **two** students with thoughtful feedback, questions, or additional information.

Consider the Discussion Board a place to expand thinking, try out new ideas. It is important to note that I read your discussions but not always chime in. *Primary responses should be between 250 to 300 words, and secondary responses to classmates should be 150 to 200 words each. Please be concise and cite your resources using APA format.* Primary Discussion Board responses are due by 11:59 p.m. (EST) on Friday of each week. Secondary responses to classmates are due no later than Sunday 11:59 p.m. (EST) of each week. (This gives you two days to complete peer postings)

One Article Critique (10 points) Due Sunday of Week 4 (Identify the Problem)

You will select "one" journal article on an issue related to *faculty roles, change, leadership, and or governance in higher education*, from the NEU Library or from a scholarly Internet source. The purpose of writing an article critique is to demonstrate that you have read and can apply knowledge and critical thinking abilities. You will select the article based upon the significance of the content and the connection to concepts discussed in this course. Write a 2page critique will provide knowledge base relevant to the faculty role in higher education. Writing an article critique requires you to not just regurgitate information. You must share the article content and analyze it.

Short Paper (15 points) Due Sunday of Week 7 (Present the Challenge)

In order to apply learning into practice and analyze a real-world higher education situation, you are required to a 4-page paper focusing on a problem of academic culture and faculty. Here you will begin with a framing question that leads you to take a present an issue and provide supporting evidence. You will be asked to study this issue within the context of your final case building toward your final case study analysis.

This assignment focuses on an issue of change. We are looking at elements and impact of changes: the rise of to the contingent workforce, the changing roles of faculty with regard to curriculum reform or new requirements of faculty work.

Final Project (30 points) Due Sunday of Week 11 (Analyze the Situation)

The final project will be an analysis paper 12-15 pages that takes the real situation previously discussed and elaborates on solutions based on the literature and creates benchmarks for successful practice. The paper will (use the template) and reflect your understanding of the concepts studied in the course and will provide a framework as a foundation for your analysis. Your analysis will be the basis of recommendations you make that will be practical and, ideally, usable as you progress through your work in higher education administration. (Maximum 15 pages excluding cover and references)

Points to Remember:

1. Primary Discussion Board posts are due on Friday by 11:59 pm EST. Secondary posts to your classmates' posts are due no later than Sunday by 11:59 pm EST.
2. All other Assignments must be submitted no later than 11:59 p.m. (EST) on Sunday unless otherwise specified.
3. **The course weeks start on Monday 12:00 am EST and ends on Sunday 11:59 pm EST. Except for Week 12 which will end on Saturday, December 17th.**
4. The final grade for the course will be weighted based on the assignments below and online discussions completed. The weight of each item is as follows:

Assignment	Points	Due
Discussion Board	5x9 = 45 points	Weeks: 1, 2, 3, 5, 6, 8, 9, 10, & 12
Article Critique	10 points	Week 4
Short Paper	15 points	Week 7
Analysis Paper	30 points	Week 11
<i>*Post Final Project to ePortfolio required</i>	N/A	Week 12
Total	100	

CLASS SCHEDULE: Weeks start Monday and end Sunday (except for Week 12)

Week	Dates	To	Assignments
Week 1	9/19-9/25	Academic Structure and Governance: Overview of the American Faculty, Academic Culture and the Concept of Academic Freedom	Read Ch. 1 – 3 in Schuster & Finkelstein text and Appendix F on historic milestones. Read Ch. 1 -2 in Bess & Dee. Other reading assignments are listed in Canvas Discussion Board: Primary post and responses.

Week 2	9/26-10/02	The Faculty at Work: Changing Conditions for Faculty Work and Faculty Roles	Text assignments posted in course modules. Lecture and readings posted in course. Discussion Board: Primary post and responses.
Week 3	10/03-10/09	Academic Career: Tenure, Faculty Rewards and Scholarship	Text assignments posted in course modules. Lecture and readings posted in course. Discussion Board: Primary post and responses.
Week 4	10/10-10/16	Rise of the Contingent Workforce	Text assignments posted in course modules. Lecture and readings posted. No discussion board due! Due in Week Four: Article Critique
Week 5	10/17-10/23	Impact of New Faculty Models	Text assignments posted in course modules. Lecture and readings posted in course. Discussion Board: Primary post and responses.
Week 6	10/24-10/30	Changing Roles of Faculty in Relation to Curriculum	Text assignments posted in course modules. Lecture and readings posted in course. Discussion Board: Primary post and responses.

Week 7	10/31-11/06	New Directions for Teaching, Learning and Scholarship	Text assignments posted in course modules. Lecture and readings posted in course. No Discussion Board due! Short paper is due in Week Seven.
Week 8	11/07-11/13	Faculty as Learners and Leaders	Text assignments posted in course modules. Lecture and readings posted in course. Discussion Board: Primary post and responses.
Week 9	11/14-11/20	Faculty Development Frameworks Locally and Globally	Text assignments posted in course modules. Lecture and readings posted in course room. Discussion Board: Primary post and responses

*Note	11/21-11/27	No Classes	Thanksgiving Break!
Week 10	11/28-12/04	A New Narrative for Faculty	Text assignments posted in course modules. Lecture and readings posted in course. Discussion Board: Primary post and responses
Week 11	12/05-12/11	Final Project	No Discussion Board due! Final Project Case Study is due by 11:59pm EST.
Week 12	12/12-12/17 Course ends on Saturday!	Final e-Portfolio Submission	Sharing of final projects on Discussion Board. Upload final project to the e-Portfolio no later than Saturday. Final course reflection due on Discussion Board.

End-of-Course Evaluation Surveys:

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity:

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Student Accommodations:

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

Library Services:

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

24/7 Canvas Technical Help:

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: help@northeastern.edu

ITS Customer Service Desk: 617-373-4357 (help)

Diversity and Inclusion:

Northeastern University is committed to equal opportunity, affirmative action, diversity, and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration, and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX:

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty, and staff.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates.