Instructor: Dr. Brian Bourke

DEPARTMENT: Educational Studies, Leadership and Counseling

COURSE PREFIX: PSE   **COURSE NUMBER:** 755   **CREDIT HOURS:** 3

I. **TITLE:** Postsecondary Instructional Support Systems

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
This course examines the comprehensive nature of the instructional support system as a vital component in the evolving P-20 learner-centered environments of education. Theory and effective practice are used to guide the discussion and investigate the issues. Students investigate and seek potential solutions to authentic problems facing educational leaders such as diversity needs of students, instructional support, advising strategies, enrollment management, recruitment and retention, placement testing, career development, residential life, and student activities.

   Prerequisite(s): None

III. **COURSE OBJECTIVES:**
The student will be able to
   A.   understand the history and organization of American higher education,
   B.   analyze the multiple support systems vital to the effective functioning of the institution,
   C.   collect and analyze data related to these support systems,
   D.   evaluate the results from the analysis and compare this to the objectives of each support system,
   E.   develop a plan for each support system to align with the objectives,
   F.   identify silos within the support systems and design a plan for bridging those silos, and
   G.   prepare an institutional plan for operationalizing the findings.

IV. **CONTENT OUTLINE:**
   A.   Historical overview of American higher education
   B.   Institutional diversity in American higher education
   C.   Dimensions of student diversity
   D.   Professional foundations and principles
   E.   Theoretical bases of the profession
   F.   Organizing and managing programs and services
   G.   Essential competencies and techniques
   H.   New foundations for the future of instructional support systems

V. **INSTRUCTIONAL ACTIVITIES:**
   A.   Classroom lecture and discussions
   B.   Engaged online discussion via Blackboard
   C.   Small group activities and discussions
   D.   Problem-based research projects
   E.   Reading contemporary articles
   F.   Reflective journaling

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:
None

VII. TEXT(S) AND RESOURCES:
All assigned readings are distributed via Canvas.
Publication Manual of the American Psychological Association, 6th Edition (you should already have it)

VIII. EVALUATION AND GRADING PROCEDURES:
Evaluation and grade will be determined by assignments, tests, and projects based on text, supplementary readings in professional journals, lectures, presentations, group activities, and class discussions.

Students are expected to submit their work no later than the due date. All due dates are noted within course schedule. Students are expected to construct their own schedules to meet these deadlines. Late assignments are only accepted with prior approval of the instructor. Any late submission must include a written explanation including the following: a) date assignment was originally due; b) date assignment was submitted; c) reason(s) for the delay; and d) proposed penalty (if any) for the delay. Any late assignment, including those with advance notice, is likely to result in a reduction of your grade for that assignment.

Operationalizing an Institution	(200 total points)		
Specifying an Institution		10 points	3%
Introducing the Institution		20 points	6%
Operationalizing 2 elements		65 points	22%
Operationalizing 2 more elements		65 points	22%
Final Submission		25 points	8%
Presentation		15 points	5%
Professionalization Discussion Forum		50 points	17%
In-class participation		50 points	17%
Total points in course		300 points	100%

Grading Scale
A = 90-100% (270-300 points)
B = 80-89%   (240-269 points)
C = 70-79%   (210-239 points)
D = 60-69%   (180-209 points)
E =   0-59%   (0-179 points)

<center>**Description of assignments**</center>
Operationalizing an Institution
Students will analyze the multiple support systems (e.g. layers of administration, divisions) vital to the effective functioning of an institution of higher education. Through this analysis, students will prepare a plan, aligned with the assigned institution's strategic plan, inclusive of strategies on how to operationalize the goals of the plan, aimed at maximizing the coordination between support systems. In other words, your task is to address the following question:

What support systems are required to full both the institutional mission and the goals specified in the strategic plan?

The plan will be broken into multiple sections, reflecting elements of the institution's strategic plan. Students are expected to make explicit connections to the elements of the CAS General Standards.

Specifying an Institution. I will assign you an institutional type. You will use that information to cull through online databases to select an institution to use for the assignments in this course. We will spend time in class reviewing the databases, and what you need to look for in selecting a specific institution.

Introducing the Institution. In this first part of the signature assignment, your task is to introduce the institution that you are utilizing. In 2 double-spaced pages, introduce the institution, and what you're doing (e.g. in your own words, what is this assignment about?).

You should include the following about the institution:
- Carnegie classification type
- current enrollment information (total, distribution among degree types {certificate, associate, bachelor, masters, doctoral, professional})
- Setting (urban, rural, suburban) along with population of host city/area

Because this assignment is about operationalizing an institution (a.k.a. putting the strategic plan into action), you need to find the strategic plan for the institution. As you describe what you're doing with the assignment, you need to be specific. What key/signature elements are part of the strategic plan that relate to administrative arms of the institution?

Operationalizing 2 Elements. In this part of the assignment, your task is to give life to (operationalize) to two parts of the strategic plan for your institution. In describing the process/plan for operationalizing these two parts of the strategic plan through administrative elements, please consult the CAS General Standards. You should explain how your plan addresses all of the parts of the CAS General Standards in a new window. Some elements will be more inclusive of some parts of the CAS General Standards than others. For example, depending on the nature of the elements of the strategic plan, you might address Part 11. Facilities and Equipment extensively, where in other parts, Facilities and Equipment will not be as pressing. You have to use your judgement, based on our readings and class discussions, to make those determinations.

Operationalizing 2 More Elements. In this part of the assignment, your task is to give life to (operationalize) two parts of the strategic plan for your institution. In describing the process/plan for operationalizing these two parts of the strategic plan through administrative elements, please consult the CAS General Standards. You should explain how your plan addresses all of the parts of the CAS General Standards in a new window. Some elements will be more inclusive of some parts of the CAS General Standards than others. For example, depending on the nature of the elements of the strategic plan, you might address Part 11. Facilities and Equipment extensively, where

in other parts, Facilities and Equipment will not be as pressing. You have to use your judgement, based on our readings and class discussions, to make those determinations.

Presentation. You are to prepare a 15 minute presentation summarizing your paper. You should prepare a handout to accompany your presentation, which may take one of many forms, including but not limited to executive summary or infographic, but should not be a printout of your slide deck.

Final Submission. The final submission reflects the combining of the previous submission, addressing feedback provided by Dr. Bourke on the previous submissions.

A rubric is posted in Canvas.

You will also post your final paper to LiveText.

Class Participation
Participation and active engagement in every class session is essential. Specific learning experiences occur in each class session. The vast majority of the class sessions will be spent in discussion of the readings. This course is reading–intensive and requires preparation outside of the class session. Please be prepared to discuss and respond to each reading. Each student in this course is expected to complete assignments in a timely fashion, contribute meaningfully to class discussions, and as appropriate, prepare objective critiques of research, readings, and other class efforts.

Evaluation of class participation will consider the following:
1) To what extent do you incorporate class readings into the discussion?
2) To what extent do you link readings with your practical experience?
3) To what extent do you engage your colleagues in the class in meaningful thought, analysis, and debate around the course material?
4) To what extent do you contribute to your colleagues' understanding of complex ideas and perspectives by raising insightful and probing questions?
5) To what extent do you practice active listening as a way of informing your perspective?
       (borrowed from Susan K. Gardner, Ph.D., Associate Professor, U of Maine)

In addition to large-group discussions of assigned readings, we will also have various in-class activities. I will observe each student's participation in and with each activity – these observations of engaged, cooperative, and collaborative learning will be factored into the class participation grade (17% of total grade).

Discussion Forum
We will have one (1) online discussion forum this semester. It just so happens that Spring Break and the NASPA Annual Conference fall back to back, and I don't like losing two consecutive weeks of contact in the course. During the NASPA week, your task is to compose a response to the provided prompt, then choose 1 classmate to engage in dialog through the forum. A dialog consists of more than one post. In the past I've asked students to compose responses to multiple students, but I want to encourage greater depth of interaction and discussion. Ask each other questions. Challenge each other's statements (constructively).

Here's a breakdown of what I expect:
1. I compose my initial post.
2. I read through all of my classmates' posts.
3. I see something in a classmate's post that gets me thinking.
4. I reply to classmate's post.
5. Classmate replies to my comment.
6. I reply back.

If it goes further than that, great! But, that process is the minimum expectation. Yes, there is a potential wrinkle – What if a classmate's post spurs commentary from everyone else in the class? If something like that happens, or no one is responding to a particular student's post, I will moderate the forum and do some pairing. But, I want to see what takes shape organically, first.

LiveText
Students enrolled in the Postsecondary Education Administration (PSE) program are required to have access to LiveText (a server program available for purchase at Murray State University bookstore). Common assignments are used to assess learning of PSE students. A grade of incomplete ("I") will be given until the common assignment is posted in LiveText.