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American Public University System

The Ultimate Advantage is an Educated Mind

**Education
ADHE631**

**Higher Education Strategic Planning, Innovation, and Institutional
Advancement**

Credit Hours: 3

Length of Course: 8 weeks

**Prerequisites: ADHE601 Introduction to Higher Education
Administration**

Course Description (Catalog)

This course introduces students to the practices and methodologies of developing strategic plans that result in the conceptual and practical processes associated with innovation and institutional advancement within higher education. Essential discussion topics include mission, vision, and values alignment, managing and implementing organizational change, marketing/communications/promotion, alumni relations, financial resource development, program evaluation and review, innovative teaching and learning modalities for effective higher education, and strategic planning execution. Students will examine case studies and real-world scenarios, as well as consider the ethics of professional practice and strategic planning in both for-profit and non-profit settings. There will be an examination of resource development strategies and their relationship to university strategic priorities and objectives.

Course Scope

Strategic planning in the higher education context contributes to effectiveness of the learning institution to adapt and persist within a constantly changing educational climate. This course will engage students in the discovery and usefulness of appropriate mission/vision/values, and in the determination of the most beneficial organizational processes, change management perspectives, and innovative applications that result in institutional advancement.

Institutional Learning Objectives Expressed in this Course

- ILO-SK.M.3** Articulates major challenges involved in practicing the field, elucidates its leading edges, and delineates its current limits with respect to theory, knowledge and practice.
- ILO-SK.M.4** Initiates, assembles, arranges and reformulates ideas, concepts, designs and techniques in carrying out a project directed at a challenge in the field beyond conventional boundaries.
- ILO-BI.M.3** Articulates and defends the significance and implications of his or her specialized work in terms of challenges, trends and developments in a social or global context.

ILO-IS.M.1	Disaggregates, adapts, reformulates and employs in an essay or project principal ideas, techniques or methods at the forefront of the field. (Analytic inquiry)
ILO-CL.M.1	Assesses and develops a position on a significant public policy question in the student's field, taking into account scholarly and community perspectives.
ILO-DL.M.2	Accesses information using effective, well-designed search strategies and search tools that are most appropriate for the specific topic, efficiently and creatively refining searches on the fly as needed.
ILO-DL.M.4	Clearly and effectively communicates, organizes, and synthesizes complex and often contradictory information from sources and/or independent experiments and other data collection strategies to advance knowledge in the discipline.

Program Learning Objectives (PLOs) Expressed in this Course

After successfully completing this course, you will have addressed:

- PLO 3 - Implement appropriate leadership/management theories and concepts for the purpose of institutional advancement, stakeholder support, financial resource growth, community collaboration, and staff/faculty development. (ILO-SK.M.3; ILO-SK.M.4)
- PLO 5 - Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities. (ILO-BI.M.3; ILO-CL.M.1)
- PLO 6 - Assess performance-based data regarding organizational effectiveness and student success, and implement appropriate intervention plans that effectively address diverse learner needs. (ILO-IS.M.1; ILO-DL.M.2; ILO-DL.M.4)

Course Objectives

After successfully completing this course, you will be able to:

- CLO 1 - Differentiate the essential strategic elements that contribute to achieving and sustaining an institutional competitive advantage in both a domestic and global setting. [PLO 3; PLO 6]
- CLO 2 - Design a strategic plan in the context of an institution of higher education—online and/or on-ground, for-profit and non-profit. [PLO 3; PLO 5]
- CLO 3 - Evaluate key elements of institutional advancement and the involvement of various stakeholders in within the organization. [PLO 3; PLO 6]
- CLO 4 – Analyze the process of innovation within an institution of higher education. [PLO 6]
- CLO 5 – Assess the role of marketing/communications/promotion, alumni relations, financial resource development, program evaluation and review, and innovative teaching and learning modalities, within the context of organizational change management and institutional advancement. [PLO 5; PLO 6]
- CLO 6 – Construct a theoretical/conceptual framework and execution processes of strategy implementation within a higher education organizational context. [PLO 3; PLO 5; PLO 6]

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions by Thursday of the

week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

Course Materials

Course Required Readings: See the Week Course Breakdown.

Recommended readings for the degree program:

Council for the Advancement of Standards in Higher Education

<http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A>

Students should read higher education journals and publications on a weekly basis. All of these publications have online formats:

Chronicle of Higher Education

Inside Higher Education

Diversity in Higher Education

Additionally, when preparing assignments, students should be aware of and seek references from the following:

How to Start an Online Learning Program: A Practical Guide to Key Issues & Policies

<http://www.onlineprogramhowto.org/>

The International Association for Online Learning Publications & Reports

<http://www.inacol.org/resources/overview>

The International Association for Online Learning Research Database

<http://www.k12onlineresearch.org/>

Keeping Pace with Online Learning: An Annual Review of Policy & Practice <http://kpk12.com/>

The Sloan Consortium Survey Reports

<http://sloanconsortium.org/publications/annual-surveys>

AMERICAN JOURNAL OF DISTANCE EDUCATION (AJDE)

<http://www.ajde.com/index.htm>

Contemporary Issues in Technology and Teacher Education (CITE)

<http://www.citejournal.org/>

Other journals include:

International Journal of Educational Technology in Higher Ed

ISTE: Journal of Digital Learning Teacher Education

ISTE: Journal of Research on Technology in Education

Journal of Computer Assisted Learning

Research in Learning Technology

Evaluation Procedures

Discussion Forums: Please join the discussions each week. Students must post an initial reply to each discussion forum in the course, and also post at least two other replies to other students (or professor) for *each* discussion forum. This means that some weeks you will have a minimum of 2 initial posts and 4 responsive posts. Replies must be posted in the week due and replies after the end of the each week will not be graded. The discussions are for student interaction and input and should therefore be submitted in a timely manner in order to fully participate in the discussions. Students should demonstrate their own acquired knowledge in their posts and avoid copying and pasting from websites. Drawing from appropriate sources and research, and then supplying attribution for those sources ought to typify the rigor of discussion posts.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Thursday (except for the allowance in week one).
- Initial responses should be substantive and show some level of research with attribution.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates may be shorter, but should show substantive content that advances the discussion.
- All discussion forums may be accessed in the Discussions section of the course.

Weekly Assignments (1-7): Writing submissions dealing with specific aspects of strategic planning.

Signature Assignment – Presentation: PowerPoint presentation

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings.

In all participation and assignments I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, e.g., "grapple" with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and schooling;
- Clarity of expression and logical connection among ideas expressed;
- Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling.

Grade Instruments	% of Final Grade
Weekly Discussion Forums	25%
Weekly Papers	50%
Signature Presentation	25%
Total	100%

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. Prior to each new week in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

Policies

Please see the [Student Handbook](#) to reference all University policies. Quick links to frequently asked question about policies are listed below.

[Drop/Withdrawal Policy](#)

[Plagiarism Policy](#)

[Extension Process and Policy](#)

[Disability Accommodations](#)

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the “Discussions” of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Plagiarism

Plagiarism is a serious violation of APUS’s code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.
- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

APUS Late Policy

Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.

**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and “flaming.” Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper “Netiquette” must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and especially satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add “emoticons” to help alert your readers: ;-), :), ☺

Communications

Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it’s important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

Disclaimer Statement

Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are

designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to librarian@apus.edu.

- **Charles Town Library and Inter Library Loan:** The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- **Electronic Books:** You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- **Electronic Journals:** The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- **Tutor.com:** AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. [Tutor.com](http://tutor.com) connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (<http://apus.libguides.com/index.php>)

The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Grading Scale		
<u>Grade</u>	<u>GPA / Percent</u>	<u>Description</u>
A	4.0 / 100 - 94	Very high quality, clearly above average work
A-	3.67 / 93-90	
B+	3.53 / 89-87	
B	3.0 / 86-84	Expected performance level

B-	2.67 / 83-80	
C+	2.33 / 79-77	
C	2.0 / 76-73	
C-	1.67 / 72-70	Unsatisfactory
D+	1.33 / 69-67	Failing
D	1.0 / 66-64	Failing
D-	.67 / 63-60	Failing
F	0.0 / 59-0	Failing

Week Course Outline

Weeks	Topic(s)	Learning Objective(s)	Content	Assignment(s)
1	Mission, Vision, Values	<p>CLO1: Differentiate the essential strategic elements that contribute to achieving and sustaining an institutional competitive advantage in both a domestic and global setting.</p> <p>WEEKLY OBJECTIVES:</p> <ul style="list-style-type: none"> • Compare and contrast higher education organizations • Inspect MVVs of various higher education institutions for value and effectiveness 	See eReserves for Readings and Resources	<p>Assignment 1: Compare and contrast MVVs</p> <p>Discussion 1: Differentiation in Higher Education</p>
2	Strategic Planning Observed and Reviewed	<p>CLO2: Design a strategic plan in the context of an institution of higher education—online and/or on-ground, for-profit and non-profit.</p> <p>WEEKLY OBJECTIVES:</p> <ul style="list-style-type: none"> • Compose summary statements of key elements of higher education 	See eReserves for Readings and Resources	<p>Assignment 2: Chapter Summaries</p> <p>Discussion 2: Following a Plan?</p>

Weeks	Topic(s)	Learning Objective(s)	Content	Assignment(s)
		strategic planning from the literature <ul style="list-style-type: none"> • Analyze institutions of higher education for follow-through on their strategic plan 		
3	Organizational Change with Segmented Populations	CLO3: Evaluate key elements of institutional advancement and the involvement of various stakeholders in within the organization. WEEKLY OBJECTIVES: <ul style="list-style-type: none"> • Examine stakeholder roles in higher education strategic planning • Assess higher education institution's role in addressing different learning needs within a diverse student population 	See eReserves for Readings and Resources	Assignment 3: Change Management and Strategic Planning Discussion 3: Change Management and Student Population
4	Institutional advancement and stakeholder engagement Organizational change management	CLO3: Evaluate key elements of institutional advancement and the involvement of various stakeholders in within the	<ul style="list-style-type: none"> • See eReserves for Readings and Resources 	Assignment 4: Components of Practice Discussion 4: Institutional Advancement and Change Management

Weeks	Topic(s)	Learning Objective(s)	Content	Assignment(s)
	and institutional advancement	<p>organization.</p> <p>CLO5: Assess the role of marketing/communications/promotion, alumni relations, financial resource development, program evaluation and review, and innovative teaching and learning modalities, within the context of organizational change management and institutional advancement.</p> <p>WEEKLY OBJECTIVES:</p> <ul style="list-style-type: none"> • Compose a list of major components and practices of institutional advancement as they relate to various departments and functions of higher education. • Examine the impact of institutional advancement as it pertains to select stakeholders. 		

Weeks	Topic(s)	Learning Objective(s)	Content	Assignment(s)
5	Innovation in Higher Education	<p>CLO4: Analyze the process of innovation within an institution of higher education.</p> <p>WEEKLY OBJECTIVES:</p> <ul style="list-style-type: none"> • Examine innovation within a higher education context • Argue on behalf of the unaddressed need for change within an element of higher education. 	See eReserves for Readings and Resources	<p>Assignment 5: Innovation Short Research Essay</p> <p>Discussion 5: Innovation Controversy</p>
6	Strategy implementation	<p>CLO6: Construct a theoretical/conceptual framework and execution processes of strategy implementation within a higher education organizational context.</p> <p>WEEKLY OBJECTIVES:</p> <ul style="list-style-type: none"> • Conclude the most effective strategic plans of higher education institutions -- why they are successful. • Estimate which elements of strategic 	See eReserves for Readings and Resources	<p>Assignment 6: Evaluations Strategy Effectiveness</p> <p>Discussion 6: Successful Institutions?</p>

Weeks	Topic(s)	Learning Objective(s)	Content	Assignment(s)
		<p>planning result in the greatest positive impact for an institution of higher education.</p>		
7	Strategic Plans Evaluation	<p>CLO5: Assess the role of marketing/communications/promotion, alumni relations, financial resource development, program evaluation and review, and innovative teaching and learning modalities, within the context of organizational change management and institutional advancement.</p> <p>CLO6: Construct a theoretical/conceptual framework and execution processes of strategy implementation within a higher education organizational context.</p> <p>WEEKLY OBJECTIVES:</p> <ul style="list-style-type: none"> • Appraise higher education institutions for particular elements of 	See eReserves for Readings and Resources	<p>Assignment 7: Noteworthy Strategic Plans</p> <p>Discussion 7: Implemented and Evaluated?</p>

Weeks	Topic(s)	Learning Objective(s)	Content	Assignment(s)
		promotional excellence. <ul style="list-style-type: none"> Assess strategic plans for strengths and weaknesses of implementation. 		
8	Strategic Planning Generation	CO 1-6 WEEKLY OBJECTIVES: <ul style="list-style-type: none"> Design a presentation of a higher education strategic plan that incorporates elements of the course in a comprehensive manner Assess what you learned in the course 	All course materials and any credible sources you may need.	Signature Assignment: Strategic Plan Presentation Discussion 8: Strategic Planning Insights