

NORTH DAKOTA STATE UNIVERSITY
EDUC 746: Institutional Quality Control
Course Syllabus – Summer 2011
3 Credit Hours

Course Instructor: Chris M. Ray, Ph.D.
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Office Hours: Monday – Thursday Afternoons (By Appointment)
Meeting Dates: May 19, 23, 26; June 2, 6, 9, 13, 20

Prerequisite(s)

Admission to doctoral program, completion of Master's degree, and/or instructor approval.

NDSU Catalog Description of Course

History and effecting of quality control will be briefly reviewed. Global, U.S. societal, state government, accreditation, and student accountability forces will be elucidated. Successful, failed, and future institutional responses to these forces will be discussed.

Course Description

The purpose of this course is to acquaint students with several factors involved in the definition and analysis of institutional quality and to create an environment for students to conceptualize, within methods of science, various issues in the analysis of institutional quality. The practice of skills related to understanding, appropriately utilizing, and planning quality improvement processes will be an additional outcome of this course. This is a doctoral level course of study with commensurate expectations (i.e., this is not intended to be an introductory course).

Course Objectives

The purpose of this course will be accomplished by the following objectives:

1. Compare and contrast various approaches to defining institutional quality;
2. Analyze various accreditation processes, including their underlying goals and assumptions;
3. Examine supplemental measures of quality such as reputation, satisfaction, professional standards, and learning outcomes;
4. Explore the influence of institutional stakeholders in the shaping of accountability systems;
5. Develop a continuous improvement process that meets one of several standard quality criteria.

Course Readings

Bogue, E. G. & Hall, K. B. (2003). *Quality and Accountability in Higher Education: Improving policy, enhancing performance*. Westport, CT: Praeger Publishers.

Additional Readings: The above text is only intended to provide an introduction to the topics covered in the course. Additional readings will be assigned each week and we will continue to construct an annotated reading list, including recent literature. To complete your group project and final manuscript, you will also be expected to review other academic texts (books, journal articles, etc.) of your choice with a focus on the topic that you choose.

Style of Teaching

The Reason Action Model-based framework sequentially guides instruction through phases involving comprehension, transformation, instruction, evaluation, reflection, and new comprehension. The process typically includes presentations, group-based activities for active engagement and/or discussion, skill demonstrations and/or experiential activities, and use of educational technologies as appropriate.

Conducted as a seminar course, most of the class sessions will be an in-depth discussion of the readings within the context of student and instructor research, supplemented with individual and group activities, both in and out of class. These discussions will be based on student-generated concerns and responses to focus questions developed by the instructor on the content of the course.

This course is structured so that you have the freedom to learn as deeply and as broadly as you choose. You will be invited to collaborate in the process of student evaluation and will have an opportunity to continue to improve any professional product you are developing for this class. Negotiation for group work is welcomed, but must be pre-planned with the instructor.

Course Structure

The course will be primarily taught face-to-face using the IVN system and will also be supplemented with online work using WikiSpaces, Blackboard, and/or Wimba Classroom. Additionally, course readings will be posted on Blackboard, and all assignments are expected to be submitted using the Blackboard dropbox as described below. The schedule will be posted separately on Blackboard.

IVN Broadcast And Video Streaming

This course serves students across North Dakota, Minnesota, and beyond. Therefore, live videoconference connections (IVN) are provided to students in remote locations. By attending this course, students imply consent for their image and voice to be recorded and broadcast via IVN and online video-streaming for later playback (for course-related purposes). Class recordings are maintained for approximately two weeks and can be accessed at www.ndivn.nodak.edu/web/streaming.asp. The password to access the course recordings will be provided by the instructor as needed.

Those attending this class at an off-campus site are responsible for arriving 10 minutes before the start of class to participate in the technical roll call. This ensures equipment, audio, and video are functioning properly when class begins. Should you experience difficulties during the class, please call the host site at (701) 231-8523. You should also ensure that you know how to mute/unmute the microphone, adjust the volume, maneuver the camera, and restart the equipment if asked to do so. In the event that you are unable to attend class via an IVN classroom, ConferenceMe may also be available. Use of ConferenceMe requires instructor approval and requires similar technical knowledge as the IVN classrooms.

Course Site

A course website has been created on the Blackboard learning system. You can log in to Blackboard at: <http://bb.ndsu.nodak.edu>. The most current version of the course schedule and readings will be maintained on this site, so it is important that you check the site regularly. You will also be responsible for announcements and assignments made available via Blackboard and will be required to submit assignments to this website for instructor feedback and grading. *The instructor is only responsible for grading assignments that are submitted properly through the Blackboard dropbox.* You will also be able to access a number of other potentially useful resources such as internet links, copies of course documents and other resources, and a Wimba classroom.

Course Learning Opportunities

I. Attendance and Participation

Expectation: You are expected to prepare for and attend all class sessions and to participate in class discussions. Should you find an extreme circumstance that prevents you from attending class, arrangements must be made before class begins. Appropriate make-up work is mandatory or any absence will result in one letter grade for the course lower than the grade you normally earned.

Expectation: Each session, one student will be randomly selected to summarize the assigned reading(s) at the start of the class period. As such, you are expected to sufficiently comprehend the readings to be able to provide a coherent, 5-10 minute overview of the material if you are selected.

Invitation: As you consider the wide range of possibilities for understanding institutional quality in various integrated ways, you are invited to bring in relevant topics, cognitive connections, or articles of new knowledge and understanding to present to the class members. This is not graded but is a necessity for collegiality, collaboration and other professional skills of researchers and practitioners in education.

II. Demonstration of Competencies Learned (Breadth of Content)

Expectation: Preparation for each session includes an integrative reflection of the assigned readings (Lesson) and a question to pose for discussion (Puzzle). These will be written (no more than one single-spaced page in total, excluding references) and turned in at the end of each class session for credit.

Format of Lessons: For each lesson learned, you should quote from the textbook or journal article the section of text that includes the lesson. In one or more paragraphs, you should discuss **in your own words** (1) why this lesson is the most important one gleaned from the material, (2) what that lesson means to you, **and** (3) *why that lesson is important to your field of study or practice*. Appropriate APA citation of quoted versus paraphrased material must be used.

Format of Puzzles: For each puzzle, you must identify (1) pertinent issues omitted by the authors, (2) key research remaining to be done, **or** (3) concepts or methodologies that require clarification not included in the textbook or journal article.

The “Lessons and Puzzles” assignments will each be graded as high pass (√+, 5 points), pass (√, 4 points), or rewrite (–, 3 points after successful rewrite), and in total will comprise 30% of your course grade. You have the opportunity to rewrite any of your Lessons and Puzzles assignments within one week of the discussion should you find ways to improve your work after the discussion.

Expectation: Participants in this course will collaborate to develop a wiki site that will extend our knowledge and understanding of institutional quality. This wiki consists of five primary sections that align with the five phases of the course (quality, accreditation, assurance, accountability, and guiding principles). Participants are expected to contribute meaningfully to the general section page and add a separate page or pages that relate to their area of professional interest. Details and requirements for each section will be posted on the wiki site, and each phase will comprise 5% of your final grade (25% total for all sections).

Invitation: You are strongly encouraged to select topical areas for the wiki site that are both personally and professionally meaningful, including topics that can be used as the basis for future research or other productive, scholarly endeavors including the final manuscript. Should you wish to pursue any of the topics after the conclusion of the course the instructor will provide additional guidance and feedback upon request.

III. Integrative and Creative Thought (Depth of Learning Content)

Expectation: You are expected to work in a small group to develop a presentation based on your interest in institutional quality. Teams of 2-3 students will be selected during the second week of class according to general interest areas. Your final product will include an oral presentation and a resource handout to be distributed to your peers and the instructor. The final product will comprise 15% of your course grade (10% for the oral presentation and 5% for the handout). Criteria for evaluation will be co-constructed during the semester.

Expectation: You are expected to develop a manuscript based on your specific interest in institutional quality. To do so, you will identify an institutional task and defend a) its selection and b) a continuous improvement process developed for that task that meets criteria such as the Baldrige National Quality Program, the Commission on Accreditation and School Improvement, the Academic Quality Improvement Project, or the Program to Evaluate and Advance Quality. Your product includes a concluding paper of your best work and your self-evaluation. The final product will comprise 25% of your course grade (20% for the concluding paper and 5% for your self-evaluation). Criteria for evaluation will be co-constructed during the semester.

Expectation: You are expected to complete a reflective essay at the completion of the course, which will comprise 5% of your course grade. This reflective essay should address each of the following:

- The course description and objectives;
- The overall content of the course;
- The significant authors or resources you examined, including citations and references;
- The assignments you completed; and
- The significance of the course to your degree program, work experience, and/or professional goals.

Invitation: You are strongly encouraged to select a topic for your final project that is both personally and professionally meaningful, including topics that can be used as the basis for future research or other productive, scholarly endeavors. Should you wish to pursue the project after the conclusion of the course, including presenting or publishing the results, the instructor will provide additional guidance and feedback upon request.

Grading and Other Significant Details

- Course grades can be calculated as follows: An A is 90% or above of all possible points with no absences, high quality work and thinking, and consistent contributions to each session, a B is 80 to 89%, a C is 70 to 79%, a D is 60 to 69%, and an F is less than 60% of all possible points and typically indicates a semester in which you didn't have the time or energy to devote yourself to learning the depth and breadth of the course topics. The specific contribution of each requirement to the grade is as follows:

Lessons & Puzzles	30
Wiki Site Contributions	25
Group Project	15
Final Project	25
Course Reflection	5

- As the students in this course are typically working toward a doctorate in Education with an emphasis in Institutional Analysis, the products utilized for assessment are intended to be authentic to the professional experience of such individuals after graduation. Thus, the products are primarily intended to promote the development of skills related to conducting or applying research and/or theory. If you are not pursuing a doctorate in the Institutional Analysis track, the instructor will gladly work with you on an individual basis to develop products that will be meaningful to your professional goals. Any

substituted course products must require similar levels of student effort and an agreement between the instructor and student must be finalized, in writing, by the end of the second week of the class.

- Although self-evaluation and peer evaluation are a significant portion of your growth and development in this course, the instructor does final grading of the assignments. Upon the receipt of your Grade Expectation form, which will be after all work for this class is fully complete, any inconsistencies between your expectation for a grade and the grade assigned will be discussed with the instructor. Any interviews about grades and course assignments will be conducted as needed.
- Use a realistic estimate when predicting the time you will need to complete the course activities and requirements. Although the option of taking an incomplete ("I") is available to you at the end of the semester should you encounter an emergency or other unexpected events, it may mean that you will receive one letter grade decrease in your course grade.

If you find that you are falling behind or are experiencing difficulty in completing course assignments, please discuss the situation with the instructor as soon as possible so that mutually-negotiated accommodations can be made that will enable you to fulfill the requirements of the course and to avoid having to take an incomplete. University policy dictates that incomplete grades can only be given if at least two-thirds of the course requirements have been completed by the end of the grading period.

- Structure professional input from others. In other words, fully utilize your colleagues (including fellow students and the instructor).
- As all work in this class is expected to utilize APA (*6th edition*) style, learn and practice it early.

Course Outline

The course will be structured as follows:

- **Phase I** will focus on the definition of institutional quality within various educational settings;
- **Phase II** will focus on the role and use of accreditation at all levels;
- **Phase III** will focus on other forms of quality assurance including institutional reputation, student satisfaction, professional standards, and learning outcomes;
- **Phase IV** will focus on systems of accountability and the influence of various stakeholders; and
- **Phase V** will focus on guiding principles concerning institutional quality.

Tentative Course Schedule

<u>Session</u>	<u>Topics</u>	<u>Readings & Due Dates</u>
1 – May 19	Welcome & Introduction to Course	None
2 – May 23	Defining Quality	B&H Ch. 1; Posted Readings Lessons & Puzzles Due Classes 2-7
3 – May 26	Accreditation	B&H Ch. 2; Posted Readings Wiki Post #1 Due (Quality)
<i>May 30</i>	<i>Memorial Day – NO CLASS</i>	
4 – June 2	Quality Assurance	B&H Ch. 3-5; Posted Readings Wiki Post #2 Due (Accreditation)
5 – June 6	Quality Assurance, Pt. 2	B&H Ch. 6-8; Posted Readings
6 – June 9	Accountability	B&H Ch. 9-11; Posted Readings Wiki Post #3 Due (Quality Assurance)
7 – June 13	Guiding Principles for Quality	B&H Ch. 12; Posted Readings Wiki Post #4 Due (Accountability)
<i>June 16</i>	<i>Individual Group Work – NO CLASS</i>	
8 – June 20	Group Presentations	Wiki Post #5 Due (Guiding Principles)
<i>July 24</i>		Manuscript & Grade Expectations Due

Possible Changes in the Syllabus

This syllabus is your contract for production in the course. If changes are made to it they will be announced in class and posted on the course website as soon as possible. No changes increasing requirements will be made without unanimous consent of the entire class as these might adversely affect your grade.

Drop and Add Policy

The standard drop/add policy for classes will be followed as determined by the Office of Registration and Records (<http://www.ndsu.edu/bisonconnection/registration/policies/registration/>).

Students with Disabilities

Any student with disabilities or other special needs who needs special accommodations in this course is invited to share these concerns or requests with the instructor as soon as possible.

Sexual Harassment

Please see the following link to review university policy and procedures regarding sexual harassment:
<http://www.ndsu.edu/policy/162.htm>

Intellectual Property Policy

Words and ideas are the intellectual property of the individuals who originated them. Thus, whenever you quote more than three words in sequence from any single source, you must enclose those words in quotation marks. Cite in parentheses the author of the book or article, the year of publication, and the number of the page on which the words were written (e.g., Bogue & Hall, 2003, p. 25). Further, whenever you paraphrase or summarize another source without direct quotations, you must ensure that it is cited properly (e.g., Bogue & Hall, 2003). Include the complete citation of the sources in your references at the end of your paper. Failure to follow these procedures will result in loss of points on any paper in which such failure occurs. Furthermore, failure to follow these procedures may be viewed as plagiarism and, thus, a violation of university policies that pertain to academic integrity.

Academic Integrity

All work in this course must be completed in a manner consistent with standards suitable to members of an academic community. The following specific policies apply:

- “Right and Responsibilities of Community: A Code of Student Behavior (2008, August) available from the dean of Student Life (MU 250) or on the NDSU Student Life website (http://www.ndsu.edu/fileadmin/studentlife/PDF_Files/CodeofStudentBehavior.pdf);
- The College of Human Development and Education’s Professional and Academic Honor Codes (http://www.ndsu.edu/fileadmin/hde/undergraduate/HDE_Honor_Code.pdf); and
- NDSU University Senate Policy, Section 335: Code of Academic Responsibility and Conduct (<http://www.ndsu.edu/policy/335.htm>).

Notice: The instructor reserves the right to report academic integrity violations and assign a grade of “F” for the assignment or for the entire course as appropriate.