

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA 388

Course Title: Seminar on Higher Education

Course Start Date: January 21, 2014

Course End Date: May 6, 2014

Tuesdays, 15:30-18:15 (3:30-6:15 PM)

Course Description:

Offered to students in the doctoral program or to master's degree students as an elective course for extra credits. The seminar examines the core values, structures, processes, language, and personnel of higher education, analyses critical issues facing colleges and management skills for tracking them. It includes oral presentations required for each participating student. (3 units = **45 lecture hours**)

Learning Objectives:

1. Students will gain an understanding of operating structures, policies, and regulatory requirements affecting schools, colleges, and universities that have business and management undergraduate, graduate, and doctoral degree programs.
2. Students will be introduced to the principles of transformative learning, and will have analyzed the effect of transformative learning within our social communities, for-profit businesses, NGOs and non-profit organizations, and higher education.
3. Students will investigate and analyze the following current issues or topics that are affecting higher education in the business discipline: Degreed, MOOC, Education Networks, Open Courses, Non-Credit versus Credit.
4. Students will gain an understanding of what constitutes a paradigm shift in business and management thinking and practices; the relationship between paradigm shifts that occur in the workplace and higher education, and how this relationship affects higher educational and business practices and approaches.
5. Students will acquire an understanding of the following instructional methodologies: The flipped classroom, team-based examinations, and problem-based learning. In addition, students will have prepared lesson plans using these methodologies and will have practiced delivering the lesson to other students.
6. Students will have learned how to design and deliver an effective TED talk that focuses on teaching a business topic using transformational learning methods.
7. Students will have learned how to compare, evaluate, and contrast business degree programs offered in domestic and international markets.

Required Text

Mezirow, J.; Taylor, E.

- 2011 Transformative Learning in Practice: Insights from Community Workplace, and Higher Education. Jossey-Bass. ASIN: B004IK9U22.

Kuhn, T.

- 2012 The Structure of Scientific Revolutions. University of Chicago Press; 4th edition. ASIN: B007USH7J2.

Karia, A.

- 2013 How to Design TED Worthy Presentation Slides. AkashKaria.com. ASIN: B00FX3IMZY.

The textbooks listed above are listed using their electronic versions. Print copies are available for all of them except for Karia's text. The approximate total price for all three electronic versions on Amazon is: \$45.00 USD.

Recommended Supplemental Text

Weiss, E.

- 2005 The Elements of International English: A Guide to Writing Correspondence, Reports, Technical Documents, Internet Pages For A Global Audience. M.E. Sharpe. Armonk, N.Y., ISBN: 0-7656-1572-X.

INSTRUCTOR:

Dr. Mike Guerra

Office Hours: Thursdays 11:45 AM to 12:45 PM by appointment

Lincoln Phone Number: 1.510.628.8031

Lincoln University e-mail address: mguerra@lincolnuca.edu

Instructor Profile:

Academic: BS degree in Organizational Behavior, Master of Human Resources & Organization Development degree, Doctor of Education in Organization & Leadership with an emphasis in Pacific Leadership International degree.

Professional Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development (ISOD), American Association for Adult and Continuing Education (AAACE), Phi Delta Kappa.

INTRODUCTION:

This course uses a seminar format, which means you cannot be passive and be successful in this course. As a seminar participant, you are expected to lead discussions on various subjects or topics with other seminar participants in a scholarly way. In addition, you will present your understanding and analysis of the texts, educational methodologies, theories, and practices to inform and educate seminar participants.

Seminar participants will examine and discuss current trends, innovations, issues, and practices that influence how and what is taught in higher education relating to business and management. Participants will also analyze case studies where these approaches have been used, and have opportunities to experience putting some of these approaches into practice through exercises and assignments. In addition, participants will learn how to design and deliver a TED talk that will educate others on a business topic. This seminar will also introduce participants to some of the influential theories and research that have shaped our present day educational business/management curriculum, practices, programs, and policies.

CLASS PROCEDURES:

Each session will be conducted in a seminar format where everyone is expected to actively participate in the learning process. Beside information presented by the instructor each week, seminar members will take turns leading class discussion of the reading material.

In the following schedule, you have been provided information describing the various instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology will primarily be: Active learning seminar participation format, class discussion, video, audio, and experiential methods. There may be times when lecture may be used, but this will be infrequent.

You should have an active Lincoln University e-mail account so that you can receive any course revisions, feedback on your assignments and coursework, and any information that will be disseminated concerning the class. Electronic submission of coursework will be allowed **only if** the student uses his/her Lincoln University e-mail address (user@lincolnucaf.edu).

Students will also be asked during the semester to evaluate this course. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved.

Students are required to behave in class in accordance with Lincoln University's Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.

ASSIGNMENTS:

Reading Assignments: All reading assignments need to be completed by the start of the class session following their assignment in the course schedule. For example, a reading assignment assigned on 1/21 is due on 1/28.

Written Assignments: The performance expectation is that a student will integrate their understanding of our course material along with their individual analysis and perspective.

Leading Class Discussion of Textbook Chapters (20 total points): In addition to reading assigned chapters, students will be assigned specific chapters where he/she will lead the class discussion of the chapter. This is not a lecture or formal presentation requiring PowerPoint. You should be able convey your thoughts through conversation with others in class. The performance expectation is to convey an understanding of the key points and learning from the chapter. What did you learn from the chapter? What meaning does it have for higher education in business and management? Evidence of deficient preparation will result in a lower grade.

Individual (4-5 page paper, 10 total points) Writing Assignment #1: Using the results of your Adult Learning Styles Inventory, your educational experience, and your perspective; what are the best instructional methodologies for learning in business and management degree programs? Why?

Individual (4-5 page paper, 10 total points) Writing Assignment #2: Compare and contrast the strengths and weaknesses of online and traditional classroom degree programs for the employability of business and management degree students following graduation.

Individual (4-5 page paper, 10 total points) Writing Assignment #3: Reflection Paper on Kuhn and how his writings have influenced business and management thinking in the construction and delivery of higher education degree programs.

Individual (4-5 page paper, 10 total points) Writing Assignment #4: This paper entails taking two positions where one is for integration, and one that is against integration. Make an argument for integrating units acquired through professional non-credit courses such as those offered through Degreed, MOOC, Education Network, Open Courses, and others with those of existing programs. Next, make an argument against integration.

Individual (4-5 page paper, 10 points) Writing Assignment #5: Discuss the feasibility and need for educational programs like those offered through Draper University in San Mateo, CA to be integrated with traditional university business degree programs.

Individual (4-5 page paper, 10 total points) Writing Assignment #6: Compare and contrast the approach and the content of three graduate level business degree programs available in the SF Bay Area to determine if they meet the needs of today's workplace. Online degree programs cannot be used for this assignment.

18 Minute TED Talk (20 total points): Design and deliver an 18 Minute TED talk on an educational topic using transformational learning methods. The TED talk will be digitally recorded and provided to the student for development and performance feedback.

Assignments must have: The student's first name, last name, and student ID number at the top of the page. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 10% for not following instructions.

Class Attendance Defined:

(1) You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

(2) If you are absent from class on a day when there is a quiz and have a valid excuse, you make take a make-up quiz at a time scheduled with the instructor within two weeks of the missed quiz. This includes the nine learning group quizzes. Assignments that do not require team participation may also be made-up with a valid excuse. A valid excuse requires that you present the instructor with a doctor's or official medical note indicating an illness prevented you from coming to class, a court subpoena, jury duty, or other evidence that your absence was beyond your control. Missing class for your convenience

such as a routine doctor or dentist visit, a non-emergency appoint with an attorney, or being called into work are not valid reasons for being absent.

LEARNING ENVIRONMENT:

The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thought before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Students are required to follow Lincoln University's Student Standards of Conduct and Honor Code that is in the student handbook. Violations may have an adverse impact on a student's grade.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63 or <	F
79-77	C+		

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an "A" paper. The analysis, argument, or approach is not as well researched and supported as in an "A" paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed

as in the “A” or “A-“categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-“ grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism.

COURSE GRADE WEIGHTING:

Individual: Lead class discussion on assigned chapters from the textbooks. The performance expectation is to convey an understanding of the key points and learning from the chapter. What did you learn from the chapter? What meaning does it have for higher education in business and management?	20%	20
Individual (4-5 page paper, 10 total points) Writing Assignment #1: Using the results of your Adult Learning Styles Inventory, your educational experience, and your perspective; what are the best instructional methodologies for learning in business and management degree programs? Why? Due 2/11 at the end of class.	10%	10
Individual (4-5 page paper, 10 total points) Writing Assignment #2: Compare and contrast the strengths and weaknesses of online and traditional classroom degree programs for the employability of business and management degree students following graduation. Due 2/25 at the end of class.	10%	10
Individual (4-5 page paper, 10 total points) Writing Assignment #3: Reflection Paper on Kuhn and how his writings have influenced business and management thinking in the construction and delivery of higher education degree programs. Due 3/25 at the end of class.	10%	10
Individual (4-5 page paper, 10 total points) Writing Assignment #4: This paper entails taking two positions where one is for integration, and one that is against integration. Make an argument for integrating units acquired through professional non-credit courses such as those offered through Degreed, MOOC, Education Network, Open Courses, and others with those of existing programs. Next, make an argument against integration. Due 4/8 at the end of class.	10%	10
Individual (4-5 page paper, 10 points) Writing Assignment #5: Discuss the feasibility and need for educational programs like those offered through Draper University in San Mateo, CA to be integrated with traditional university business degree programs. Due 4/22 at the end of class.	10%	10
Individual (4-5 page paper, 10 total points) Writing Assignment #6: Compare and contrast the approach and the content of three graduate level business degree programs available in the SF Bay Area to determine if they meet the needs of today's workplace. Online degree programs cannot be used for this assignment. Due 4/29 at the end of class.	10%	10
18 Minute TED Talk (20 total points): Design and deliver an 18 Minute TED talk on an educational topic using transformational learning methods. The TED talk will be digitally recorded and provided to the student for development and performance feedback.	20%	20
	100%	100

Format for Submitting Assignments

(1) Write your first, last name, and student ID number at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources.

(3) **Electronic submission of coursework will be allowed only if the student uses his/her Lincoln University e-mail address (user@lincolnucaf.edu).**

Schedule & Assignments

<i>Session</i>	<i>Seminar Outline/Topics</i>
January 21	<ul style="list-style-type: none">• Introduction to course.• Instructor presentation on the structure, role, and design of higher education. This will include discussion of The American Council on Education, Council for Higher Education, and other international and domestic educational policy makers.• Students will complete a Learning Styles Inventory to identify their preferred learning styles for their personal and professional development.• Reading Assignment #1: Chapters 1-3 in Kuhn for the 1/28 session. All reading assignments are due on the date of the next seminar session.• Students will sign-up and/or be assigned specific chapters where they will lead class discussion during this course.
January 28	<ul style="list-style-type: none">• Instructor presentation of: Higher Education Business Degree Programs and Non-Traditional Business/Management Education Programs.• Instructor presentation of: The Flipped Classroom, Problem-Based Learning, and Team Based Examinations. Students will have an opportunity to use these approaches in a seminar exercise.• Reading Assignment #2: Chapters 4-5 in Kuhn.• Reading Assignment #3: Part I: Introduction, Chapter 1 (Transformative Learning), and Chapter 2 (Transformative Learning Theory) in Mezirow.• Individual (4-5 page paper, 10 total points) Writing Assignment #1: Using the results of your Adult Learning Styles Inventory, your educational experience, and your perspective; what are the best

	<p>instructional methodologies for learning in business and management degree programs? Why? Due at the start of class on 2/11.</p>
February 4	<ul style="list-style-type: none"> • Reading Assignment #4: Chapters 6-7 in Kuhn for 2/11 • Reading Assignment #5: Part II: Transformative Learning in Higher Education, and Chapter 3 (Creating Alternative Realities: Art-Based Approaches to Transformative Learning).
February 11	<ul style="list-style-type: none"> • Reading Assignment #6: Chapters 8-9 in Kuhn • Reading Assignment #7: Chapter 4 (Constructive Teaching & Learning: Collaboration in a Sociology Classroom) and Chapter 5 (Facilitating Transformative Learning: Engaging Emotions in an Online Context) in Mezirow. • Individual (4-5 page paper, 10 total points) Writing Assignment #2: Compare and contrast the strengths and weaknesses of online and traditional classroom degree programs for the employability of business and management degree students following graduation. Due at the end of class on 2/25.
February 18	<ul style="list-style-type: none"> • Reading Assignment #8: Chapters 10-11 in Kuhn. • Reading Assignment #9: Chapter 6 (Fostering Transformative Learning in Leadership Development) and Chapter 7 (Mentoring: When Learners Make the Learning) in Mezirow
February 25	<ul style="list-style-type: none"> • Reading Assignment #10: Chapters 12-13 in Kuhn. • Reading Assignment #11: Chapter 8 (Transformative Approaches to Culturally Responsive Teaching: Engaging Cultural Imagination) and Chapter 9 (Promoting Dialogue Teaching Among Higher Education Faculty in South Africa) in Mezirow. • Individual (4-5 page paper, 10 total points) Writing Assignment #3: Reflection Paper on Kuhn and how his writings have influenced business and management thinking in the construction and delivery of higher education degree programs. Due at the end of class on 3/25.
March 4	<ul style="list-style-type: none"> • Reading Assignment #12: Chapter 10 (Transformative Palliative Care Education), Part III: Transformative Learning As Workplace Education, and Chapter 11 (Engaging Critical Reflection in Corporate America) in Mezirow.
March 11	<ul style="list-style-type: none"> • Reading Assignment #13: Chapter 12 (Charting the Course: How Storytelling Can Foster Communicative Learning in the Workplace), Chapter 13 (Coaching to Transform Perspective), Chapter 14 (The Transformative Potential of Action Learning Conversations: Developing Critically Reflective Practice Skills), Chapter 15 (Transformative learning in Adult Based Education), Chapter 16 (From Tradeperson to Teacher: A Transformative Transition) in

	Mezirow
March 25	<ul style="list-style-type: none"> • Reading Assignment #14: Part IV: Transformative Learning As Community and Social Change, Chapter 17 (Fostering Learning as Community Social Change), Chapter 18 (Popular Education, Women’s Work, and Transforming Lives in Bolivia), Chapter 19 (Promoting Personal Empowerment With Women in East Harlem Through Journaling and Coaching), Chapter 20 (Breaking Out of the Egg: Methods of Transformative Learning in Rural West Africa) in Mezirow • Reading Assignment #15: Karia Chapter 1, Part 1: Your Message, Chapters 2-3. • Individual (4-5 page paper, 10 total points) Writing Assignment #4: This paper entails taking two positions where one is for integration, and one that is against integration. Make an argument for integrating units acquired through professional non-credit courses such as those offered through Degreed, MOOC, Education Network, Open Courses, and others with those of existing programs. Next, make an argument against integration. Due at the end of class on 4/8.
April 1	<ul style="list-style-type: none"> • Reading Assignment #15: Chapter 21 (Farmer Field Schools: A Platform for Transformative Learning in Rural Africa), Chapter 22 (Collaborative Inquiry in Action: Transformative Learning Through Co-Inquiry), and Chapter 23 (Challenging Racism in Self and Others: Transformative Learning As A Living Practice) in Mezirow. • Reading Assignment #16: Karia, Chapter 1, Part 1:Your Message, Chapters 2-3.
April 8	<ul style="list-style-type: none"> • Reading Assignment #17: Part V: Reflection, Chapter 24 (looking Forward by Looking Back: Reflections on the Practice of Transformative Learning) in Mezirow. • Reading Assignment #18: Karia, Part 2- Your Slides, Chapters 4-8. • Individual (4-5 page paper, 10 points) Writing Assignment #5: Discuss the feasibility and need for educational programs like those offered through Draper University in San Mateo, CA to be integrated with traditional university business degree programs. Due at the end of class on 4/22.
April 15	<ul style="list-style-type: none"> • Reading Assignment #19: Karia, Chapters 9-13 • Individual (4-5 page paper, 10 total points) Writing Assignment #6: Compare and contrast the approach and the content of three graduate level business degree programs available in the SF Bay Area to determine if they meet the needs of today’s workplace. Online degree programs cannot be used for this assignment. Due at the end of class on 4/29.
April 22	<ul style="list-style-type: none"> • TED Talk Recording, Presentation, Feedback. Students not presenting will provide feedback to the presenter.

April 29	<ul style="list-style-type: none">• TED Talk Recording, Presentation, Feedback. Students not presenting will provide feedback to the presenter.
May 6	<ul style="list-style-type: none">• TED Talk Recording, Presentation, Feedback. Students not presenting will provide feedback to the presenter.

Syllabus Updated: January 7, 2014