

Tamkang University Academic Year 2013, Spring Semester  
Course Syllabus

Course Title	Higher Education Management	Instructor	Fong-Yee Nyeu	
Department/Year/Class	Course Details			
Graduate Institute of Educational Policy and Leadership	<input type="checkbox"/> Required <input checked="" type="checkbox"/> Selective	<input type="checkbox"/> 0 ( One Semester ) <input type="checkbox"/> 1 ( 1st Semester ) <input checked="" type="checkbox"/> 2 ( 2nd Semester ) <input type="checkbox"/> 3 ( 3rd Semester )	Credits	3
Aim of Education		Core Competences		
1. Prepare educational policy analysts. 2. Prepare educational administrators. 3. Prepare educational and policy researchers.		A. Competency in educational policy planning and analysis. B. Competency in educational program research and evaluation. C. Competency in educational leadership and management. D. Competency in educational policy and leadership research.		
<b>Course Introduction (50 to 100 words)</b>	This course provides an overview of the concepts and management practices of higher education institutions and the challenges and opportunities they face. This course is intended to provide prospective higher education personnel with both a theoretical and working knowledge of issues, policies, techniques and practices as they are related to the management of higher education institutions.			
<b>The Relevance among Teaching Objectives, Objective Levels and Core Competences</b>				
<b>I.Objective Levels (select applicable ones) :</b>				
<b>(I) Cognitive Domain : C1 Remembering 、 C2 Understanding 、 C3 Applying 、 C4 Analyzing 、 C5 Evaluating 、 C6 Creating</b>				
<b>(II) Psychomotor Domain : P1 Imitation 、 P2 Mechanism 、 P3 Independent Operation 、 P4 Linked Operation 、 P5 Automation 、 P6 Origination</b>				
<b>(III) Affective Domain : A1 Receiving 、 A2 Responding 、 A3 Valuing 、 A4 Organizing 、 A5 Charaterizing 、 A6 Implementing</b>				
<b>II.The Relevance among Teaching Objectives, Objective Levels and Core Competences :</b>				
(I)Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objectives. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.				
(II)If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)				
(III)Determine the core competences that correspond to each teaching objective. Each objective may correspond to one or more core competences at a time. (For example, if one objective corresponds to three core competences: A, AD, and BEF, list all of the three in the box.)				
<b>Teaching objectives</b>			<b>Relevance</b>	

	Objective Levels	Core Competences
1. Examine the importance of higher education management concepts and philosophies.	C2	AD
2. Analyze the various management challenges faced by higher education institutions.	C4	AC
3. Explore trends in higher education management.	C2	AD
4. Develop interests and skills in higher education management.	A5	C
5. Enhance ability to analyze reports, articles, and research related to higher education management.	C4	D

### Teaching Objectives, Teaching Methods and Assessment

Teaching Objectives	Teaching Methods	Assessment
1. Examine the importance of higher education management concepts and philosophies.	Lecture, discussion	Class participation, presentations
2. Analyze the various management challenges faced by higher education institutions.	Lecture, discussion, problem-solving	Class participation, projects
3. Explore trends in higher education management.	Lecture, discussion	Class participation, projects
4. Develop interests and skills in higher education management.	Lecture, discussion, problem-solving	Class participation, projects
5. Enhance ability to analyze reports, articles, and research related to higher education management.	Lectures, discussion	Presentations and projects

This course has been designed to cultivate the following essential qualities in TKU students.

Essential Qualities of TKU Students	Description
<input checked="" type="checkbox"/> global perspectives <input checked="" type="checkbox"/> a vision for the future <input checked="" type="checkbox"/> information literacy <input checked="" type="checkbox"/> ethical and moral principles <input checked="" type="checkbox"/> independent thinking <input type="checkbox"/> an awareness of healthy living <input checked="" type="checkbox"/> effective teamwork <input type="checkbox"/> an appreciation of the arts	翻譯建構中

### Course Schedule

Week	Date	Subject/Topics	Note
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1	2/21	Course introduction	
2	2/28	228 Peace Memorial Day	
3	3/07	The organization of higher education institutions	
4	3/14	Autonomy and accountability	
5	3/21	Cost of higher education: Accessibility and affordability	
6	3/28	Financing higher education: Who should pay?	
7	4/04	Tomb Sweeping Day, Children's Day (no classes)	
8	4/11	Revenue generation and its consequences	
9	4/18	Commercialization of higher education	
10	4/25	Midterm Exam Week	
11	5/02	Professoriate in the 21 <sup>st</sup> century	
12	5/09	Student learning outcomes assessment	
13	5/16	Accreditation and evaluation	
14	5/23	International competition and university ranking	
15	5/30	Internationalization and the university	
16	6/06	The future of higher education	
17	6/13	Class presentations	
18	6/20	Final Exam Week	
Requirement			
Teaching Facility	<input checked="" type="checkbox"/> Computer <input checked="" type="checkbox"/> Overhead Projector <input type="checkbox"/> Other ( _____ )		
Textbook(s)			
Suggested Readings	<p>Altbach, P. G., Gumport, P. J., Berdahl, R. O. (2011). <i>American higher education in the twenty-first century: Social, political and economic challenges</i>. Baltimore, MD: Johns Hopkins University Press.</p> <p>Bailey, D. (2009). Pioneering the college of the future: Building as we walk. In Hesselbein, F. (Ed.), <i>The Organization of the Future 2</i> (pp. 228-241). San Francisco, CA: Jossey-Bass.</p> <p>Berquist, W. H., &amp; Pawlak, K. (2008). <i>Engaging the six cultures of the academy</i>. San Francisco, CA: Jossey-Bass.</p> <p>Birnbaum, R. (1988). <i>How colleges work: the cybernetics of academic organization and leadership</i>. San Francisco: Jossey-Bass.</p> <p>Bok, D. (2003). <i>Universities in the marketplace: The commercialization of higher education</i>. Princeton, NJ: Princeton University Press.</p> <p>Johnstone, D. B., Marcucci, P. N. (2010). <i>Financing higher education worldwide: Who pays? Who should pay?</i> Baltimore, MD: Johns Hopkins University Press.</p> <p>Selected readings in <i>The Chronicle of Higher Education</i>.</p>		
Number of Assignment(s)	(Filled in only for those courses that apply)		

<b>Grading Policy</b>	Class attendance and participation 30% Topic presentations 20% Midterm project 20% Final project 30%
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/index.asp">http://www.acad.tku.edu.tw/index.asp</a> . <b>✘Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>

Form No. : ATRX-Q03-001-FM20