

CIEP 498: Linking Management and High Education: Reflection and Review

Instructor:	Eilene A. Edejer, Ph.D.	Email:	eedejer@luc.edu
Office Phone:	312-915-6343	Office:	Lewis Towers, Room 1152
Office Hours:	By appointment only		

Texts

Required Texts

Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & FitzGerald, W.T., (2008). The craft of research. Chicago: University of Chicago Press.

Johnson, R., B., & Christensen, L., (2017). Educational Research: Quantitative, Qualitative, and Mixed Approaches 6th Ed, Thousand Oaks, CA: SAGE Publications. ISBN: 978483391601.

American Psychological Association. (2010). Publication manual of the American Psychological Association (6th ed.). Washington, D.C.

Course Description

Student will learn to review current literature on Higher Education Management and/or Administration and link current Higher Education interests to Business Management principles. Student will also partake in consistent reflection of this process as well as learn initial concepts related to developing research questions and literature reviews. *Students will be able to analyze critically research and create a research proposal.*

Conceptual Framework and Conceptual Framework Standards

Social Action through Education is exemplified within the context of this course through student reflection and application of material to relevant and immediate social issues. These address diversity and the social justice mission of the School of Education.

IDEA Course Objectives

The following are the course objectives to be evaluated:

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and decisions)
3. Developing skill in expressing oneself orally or in writing
4. Learning how to find, evaluate and use resources to explore a topic in depth

Course Structure:

The following are to be completed during the course in sequence. Please refer to shared drive for specific assignment instructions. At any point, please make an appointment with the instructor for further guidance and explanation.

1. Reflection 1: Connecting Management & Higher Education
2. Read CoR: Chapters 1-4
3. Writing 1: Topics → Questions → Problems
4. Read ER: Chapter 4
5. Meet with Tracy Ruppman Re: Conducting online literature searches (have topics ready)
6. Writing 2: Annotated Bibliography
7. Read CoR: Part III
8. Reflection 2 & Writing 3: Securing Research Question & Planning Your Argument
9. Read CoR: Part IV
10. Writing 4: Organizing Your Paper
11. Writing 5: First Draft
12. Reflection 3: Writing Process
13. Writing 6: Final Draft

Evaluation:

Below describes the different point values associated with each assignment:

Point break down

Reflections (3x10)	30 points
Writing Assignments 1-4 (4x20)	80 points
Writing Assignments 4,5 (2x50)	100 points

Total

210 points

Grading Scale (%)

100-92	A	76-78	C+
89-91	A-	70-75	C
86-88	B+	69-71	C-
80-85	B	66-68	D+
79-81	B-	65	D
		64-X	F

Loyola University Chicago
School of Education
Syllabus Addendum

IDEA Course Evaluation Link for Students

Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: <http://luc.edu/idea/> and click on STUDENT IDEA LOGIN on the left hand side of the page.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: Professionalism, Inquiry, and Social Justice. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform. Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

LiveText

All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

Syllabus Addendum Link

www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.