

## HIED 763/863

### Case Studies in Higher Education Management

**Course Description:** Lecture and Discussion; 3 hours; 3 credits. Doctoral level seminar with a strong emphasis on reading; class will meet for discussion of topical issues.

**Course Purpose:** The purpose of this course is to serve as a doctoral level seminar class which may be used to address a wide variety of Higher Education Management Issues using a case study format. The faculty member will instruct students on how to develop case studies for teaching purposes, how to address various issues within the case study, how to work with students to examine case studies and how to develop case study responses. In addition, the course may be used to address various specific issues by using the case study format itself. For instance, the faculty member may have students in the class who are interested in advanced work in several areas of student affairs such as judicial affairs, student activities, residence life, multicultural student services, etc.

**Course Objectives/Competencies:** At the conclusion of this course, the enrolled student who regularly attends and actively participates in class will:

1. Be able to develop case studies;
2. Be able to understand how to include key issues and questions in case studies;
3. Be able to examine case studies with a critical eye and to ferret out important issues within the case study;
4. Be able to write responses to case studies which include all major points;
5. Be able to use case studies in a teaching process; and
6. Be able to use case studies developed to address special topics in various specific areas of study.

**Course Requirements:** All students enrolled in the course will be expected to complete the following requirements:

1. Attend class and participate fully in class discussions;
2. Develop ten case studies which address various topical issues depending on the makeup of the class;
3. Present these case studies to the class, work through each case study to analyze its contents with fellow students;
4. Develop and implement a project within which case studies are used as an instructional tool (e. g., residence hall staff training, fraternity and sorority presidents, office staff, faculty, etc.); and
5. Successfully complete a final examination.

**Class Attendance:** It is expected that students will attend all classes. This class will consist of readings that will be discussed and analyzed in class. As a result, if students miss class they may

not gain the full benefit of these readings and the resulting discussions, case briefs, and presentations. If a student finds it necessary to miss class she/he should contact the instructor in advance except in emergency cases.

**Final Grade:** Grades in this class will be assigned in the following manner

1. Large Group Project – 20%
2. Case Study Development and class presentations – 30%
3. Educational project– 15%
4. Final Examination – 15%
5. Class attendance and participation – 20%

Grades will be assigned based upon the following scale:

92.1 to 100	=	A	90 to 92	=	A-
85 to 89.9	=	B+	80 to 84.9	=	B
78 to 79.9	=	B-	75 to 77.9	=	C+
70 to 74.9	=	C	68 to 69.9	=	C-

**Honors Pledge:** Each student is expected to abide by the honor system of Old Dominion University.

“I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to Honor Council hearings if summoned.”

**Office Hours:** TBA

**Course Sequencing:** None

**Class References:**

Honan, J. P. & Rule, C. S. (2002). *Using Cases in Higher Education : A Guide for Faculty and Administrators*. San Francisco: Jossey-Bass

Barbazette, J. (2003). *Instant Case Studies: How to Design, Adapt, and Use Case Studies in Training*. San Francisco: Pfeiffer

Additional Readings and Resource Material:

Teeter, D. J. & Lozier, G. G. (1993). *Pursuit of Quality in Higher Education: Case Studies in Total Quality Management: New Directions for Institutional Research*, No. 78 San Francisco: Jossey-Bass

Myers, C. & Jones T. B. (1993). *Promoting Active Learning: Strategies for the College Classroom*. San Francisco: Jossey-Bass

## Course Calendar:

Week 1 – Introduction to the Course and Syllabus Review

Week 2 – An Introduction to Case Studies

Week 3 – Settings for Case Study Use

Week 4 – Developing Case Study Content

Week 5 – Developing Case Study Content

Week 6 – Analyzing Case Studies

Week 7 – Analyzing Case Studies

Week 8 – Presentations

Week 9 – Presentations

Week 10 – Presentations

Week 11 – Presentations

Week 12 – Presentations

Week 13 – Presentations

Week 14 – Presentations

Week 15 - Examination