American Public University System

The Ultimate Advantage is an Educated Mind

Education
ADHE613

Communication Strategies for Online Higher Education Admin
Credit Hours: 3
Length of Course: 8 weeks
Prerequisites: EDUC511 Foundations of Higher Education and either
SAHE510 Introduction to Student Affairs or ADHE601
Introduction to Higher Education Administration

Course Description (Catalog)

This course examines the essential approaches and policies related to effective communication in the online administration of higher education involving both internal and external stakeholders. Key topics include: communication theory and best practices in a virtual campus environment; identifying differences in on ground and online administration; developing, maintaining, and coordinating a remotely working team and support staff; establishing and implementing faculty online teaching practices and accountability; working with disciplinary issues involving online students and faculty; communication issues for human resource development in an online institution; working with staff and faculty expectations across time zones and cultural variances; and, campus/student life in an online environment.

Course Scope

This course provides an overview of communication theory and practicum that affect can be the purview of presidents and other leaders in higher education institutions. Students will have an opportunity to explore the issues associated with upholding these communication theories as they apply to the online higher education learning institution. The course will also give students the opportunity to practice various techniques.

ISTE Educational Leader Standards

The standards are based on the following organization: International Society for Technology in Education. (2019). *ISTE Standards*. Retrieved from https://www.iste.org/standards/for-education-leaders

Standard 1 - Equity and Citizenship Advocate
Leaders use technology to increase equity, inclusion, and digital citizenship practices.

Standard 2 - Visionary Planner
Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology.

Standard 3 - Empowering Leader
Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning.

Standard 4 - Systems Designer
Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning.

Standard 5 - Connected Learner
Leaders model and promote continuous professional learning for themselves and others.

ADHE Program Objectives Addressed in this Course

PLO2 – Create an effective learning environment that results in student success while honoring social and cultural diversity;

PLO4 - Evaluate the use of educational technology to promote student learning and extend communication among stakeholders;

PLO5 - Develop institutional policies that align with ethical and legal standards in response to current societal and cultural realities;

Course Objectives

After successfully completing this course, you will be able to:

1. Examine fundamental communication theory and best practices and strategies for an online campus.
2. Analyze current trends and issues related to electronic communication in a virtual world.
3. Differentiate online and on ground communication practices related to administration.
4. Assess team theory and collaboration with staff working remotely and across time and culture variances.
5. Examine ethical standards and practices of communication in an online organization.
6. Design a functional chart showing faculty performance standards, evaluation procedures, and expected outcomes as related specifically to an online campus context.
7. Diagram key actions/strategies for dealing with disciplinary issues regarding faculty, staff, and students in an online environment.

Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online. Course materials and access to an online learning management system will be made available to each student. Students should respond to Forum questions no later than Thursday

of the week as noted. Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

Course Materials

Course Required Readings: See the Weekly Course Breakdown.

Recommended readings for the degree program:

Council for the Advancement of Standards in Higher Education:
http://standards.cas.edu/getpdf.cfm?PDF=E868395C-F784-2293-129ED7842334B22A

ACPA/NASPA Professional Competency Areas for Student Affairs Educators
https://www.naspa.org/images/uploads/main/ACPA_NASPA_Professional_Competencies_FINAL.pdf

Students should read higher education journals and publications on a weekly basis. All of these publications have online formats:

Chronicle of Higher Education
Inside Higher Education
Diversity in Higher Education

Additionally, when preparing assignments, students should be aware of and seek references from the following, as well as read each week's selections and view all weekly videos; additionally, students should be aware that they should refer to the first week's reading each week regarding the weekly topic, as the named resource is helpful each week, along with others outlined in the weekly lesson area:

Journal of Student Affairs Research and Practice (formerly NASPA Journal--National Association of Student Personnel Administrators)
Journal of College Student Development (ACPA/College Student Educators International)
Journal of Counseling and Development (American Counseling Association)
Journal of Higher Education
Journal of College & Character
About Campus (publication of ACPA/College Student Educators International)
Change Magazine
NACADA Journal

Evaluation Procedures

**Assignment 1 – Week Two – Current Communication Technique**

- Create a PPT with **voice narration** that describes **some of the most currently used** electronic communication technique and how they can be used in business particular to the online campus environment. Be sure to **include why and how it can be utilized and the importance of using it.**
- **Be sure to show at least examples of communication done well and examples that you would recommend to leaders at an online campus. Conversely, show poor examples of the same message in the same manner you are highlighting. You will need to research these examples to present them well.**
- **Your presentation should be well developed and no more than 25 slides. Your narration should be the heart of your presentation and we should not have to endure "death by PPT" with the viewing of your work.**

1. Explain how professionalism plays a role and how you, as a leader, might utilize electronic communication on your campus.
2. Finally, explain possible issues and solutions for these issues with your particular communication technique.
3. Use APA formatting with a reference listing and give credit for all borrowed information including various illustrations that should be used for interest and emphasis.
4. Remember to use an appropriate font and size for your PPT. Times New Roman or Arial in size 12 can be used.
5. View these videos about using PPT **before you prepare** your assignment:

    https://youtu.be/bOrHxRB3JrQ; https://youtu.be/s7jbBLJZ6a0; https://youtu.be/6bSOAl1i8bw; https://youtu.be/Yis6mAnMjTc; https://youtu.be/I_dS0_HUVdg

Assignment 2 – Week Four – Employee Performance Reviews

- After viewing all the videos for the week, view this one last video and compare the other job performance videos you watched this week about performance reviews; this video is addressing administrators and leaders who help develop and have interest in performance reviews, particularly for bad performers.
  https://youtu.be/hI1Xejz5YnU
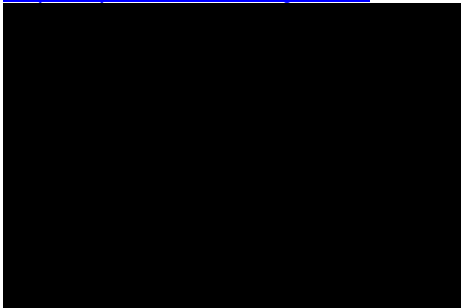
    1. Address the points below in a 1500-word paper using APA formatting and Times New Roman, size 12 font. Your word count does not include the formatting pages needed such as the title page or end citations' page. Make sure you cite all sources used including the videos from this week and any other resources you may find to use to validate points in your writing. You should seek and use at least two outside sources that are peer-reviewed and from the APUS Library.

    2. Make notes from the videos you watched for the week as well as the two sources you find from the library. Compare your notes regarding performance reviews and how they relate to leaders in online campus environments. State the reasons that the videos help leaders and others, including employees, in knowing how to develop and

use performance reviews. Be sure to also discuss how legalities can be tied to performance reviews by researching some lawsuits that have arisen from performance reviews or the result of them. You should seek the aid of an APUS Librarian for assistance with finding such cases for research and citation.

3. With the embedded video in this assignment, give your thoughts on the effectiveness on the author's advice and state how you think it will be effective or ineffective for you as a leader. Also, add at least one more question to the ones in the embedded video that you think could serve leaders well when dealing with bad performers. State your reasoning for your additional question and why you feel it is valid.

Assignment 3 – Week 6 – Challenging Communications

o You will assume the role of president of the online campus. You are writing to the students and faculty to inform them of an increase in tuition for the upcoming year.
   ▪ Decide on an appropriate method to communicate this message and formulate the message.
o Assume the role of student and choose an appropriate method to inform your professor of submitting course work late. Compose the message.
o Assume the role of the registrar and choose an appropriate method to inform the online campus president of the latest enrollment numbers for the year.
   ▪ Address the need for more personnel in your department as a result of increased enrollment from previous years.
o Assume the role of president and communicate with your board on a time change of a meeting you called that is in addition to the usual monthly meeting. Decide on an appropriate method to communicate and determine the situation as to why you are changing the time.
o Assume the role of professor and communicate with a student about a student complaint to you.
   ▪ Determine the complaint and compose your response to the student after determining the appropriate method.
o Assume the role of president and communicate your disdain for a student organization that has unfortunately conducted a recent event unbecoming to the online university.
   ▪ Determine the situation and respond expressing disdain and disappointment with the organization. Decide on an appropriate punishment and express that in the communique.

For each of these communiques, keep in mind the need for ethical communication, transparency of the communication, and proper professional communication.

- Present your communiques to your instructor in a properly headed and APA formatted document.
- State a brief introduction to each one giving your overview of why you chose the communication method appropriate for the communique and your other reasoning.
- Label each one sufficiently.
- Use headings and page numbers.

Final Signature Assignment – Week 8 – Philosophy of Communication

Signature Assignment and ILO:

Create a philosophy of communication that integrates various elements of theory and practice into a cohesive set of communication guidelines in an online higher education context. The paper or style guide should address standards for inter-staff communication, administration-faculty communication, team-based communication, as well as dealing with disciplinary issues (ILO-BI.M.3& CL.M.1).

Your Choice: Communication Handbook (Style Guide) <u>or</u> a Formal Paper (CO1, CO2, CO3, CO4, CO5, CO6, CO7, CO8)

COMMUNICATION HANDBOOK (STYLE GUIDE) OR FORMAL PAPER GUIDELINES

1. Create a philosophy of communication that integrates various elements of theory and practice into a cohesive set of communication guidelines in an online higher education context. Use information from each weekly lesson material, our discussions, and your additional outside research.

2. The paper or style guide should address standards for inter-staff communication, administration-faculty communication, team-based communication, as well as dealing with disciplinary issues. Examples should be supplied for all these types of communication. Illustrations should be used as well.

3. If you choose to submit your work in the form of a style guide, prepare it as one to be used by the President's office for various communication situations, so that anyone in that office could use the guide to respond professionally to any situation highlighted and discussed in the guide. Consider all our weeks' lessons and reading and do include all pertinent situations that might arise.

4. An academic paper must be formatted in APA formatting style and written in Times New Roman, size 12 font, with no less than 4000 words exclusive of title pages, citations, etc., necessary to meet the formatting style. The style guide should also follow APA formatting style.

5. A style guide should contain sufficient information for any person acting on the president's behalf in order to compose sufficient and professional communication for all situations highlighted in the handbook. The style guide must consider each and all situations or audiences that might be encountered by that office. The goal is to have a document where any employee in the President's office can communicate on the President's behalf as a professional member of the President's staff. The handbook should also stress reasoning for all examples and style guide dictums.

6. Style guides are used in most professional offices for situations as outlined above. It is your job to create a guide that you could possibly use in any professional office of your future. Remember to make it tastefully colorful, attractive, and professional with headings and indexes so that users can find what they need when they need it. You will need page numbers and listings of illustrations as well as examples or discussions of various communication techniques. Anyone in that office should be able to find what they need quickly in order to communicate well on the behalf of the President.

Forum: Please join the forums each week. Students must post a reply to both weekly forums and reply to at least 2 other students for each Forum. Students must also enter into dialogue with the course instructor. As you would not ignore the instructor in an on-ground course, you may not ignore the instructor in the online course. This means that each week you should have 2 initial posts and 4 responsive posts, as well as necessary responses to the instructor. Replies must be posted in the week

due and replies after the end of each week will not be graded. The Forums are for student interaction and input with each other and the instructor and they should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites. See each weekly lesson for the week and read there, as well, about how to respond in forums for this course.

Guidelines:

- Post the initial response to each forum by 11:55pm, ET, Thursday or earlier in order to fully engage.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- If you use sources to respond, they should be cited within the response and as end citations.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday, and to your instructor if he or she engages you.
- Replies to classmates should be no less than 150 words.
- Responses to classmates and the instructor must be significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

Grade Instruments	% of Final Grade
Weekly forum discussions	**30%**
Assignment #1	**15%**
Assignment #2	**15%**
Assignment #3	**15%**
Final Project	**25%**
Total	**100%**

The success of this course depends on your ability to read the assigned readings closely, think carefully about the points raised or ignored by authors, and bring to the group your questions and concerns about their theses and positions. **Prior to each new week** in the class, please review announcements and lessons. Having prepared and read the required readings prior to class ensures your productive participation.

We should work to achieve conversational exchanges with each other through Forums and emails, constructively challenging each other to think broadly and critically about ideas or assertions posed by the readings. Consider posting earlier rather than later in the weeks as this will encourage our conversations and add to our learning during the course.

In all participation and assignments, I am looking for evidence of:

- Demonstration of substantial knowledge and higher order thinking and analytic skills and application of facts, concepts, terms, and processes learned/read/discussed;
- Critical contemplation, e.g., "grapple" with issues and topics;
- Appropriate use of knowledge learned;
- Imaginative thinking and responses to challenges/problems/issues;
- Exploring underlying assumptions about the lifelong value of education and schooling;

- Clarity of expression and logical connection among ideas expressed;
- Writing that reflects precise and concise thinking;
- Excellent grammar, syntax, and spelling; if you can afford it**, I highly recommend the software Grammarly to you**; there are student subscriptions and this software is most helpful in all writing in your career as well as during your education.
- **See the Weekly Lessons and Read all Directions and Guidelines for Forums there, as well.**

Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

Citation and Reference Style

Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

Discussion Assignments

These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

Plagiarism

Plagiarism is a serious violation of APUS's code of academic conduct. The Student handbook explains specific policies and penalties. Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification. Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style.

Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- • Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- • Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course. While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property. Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

APUS Late Policy
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.
**Students with DSA accommodations may have different late policies applied. For more information regarding our DSA services, please contact DSA@apus.edu.

Netiquette
Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- • **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not

fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and <u>especially</u> satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers: ;-), :), ☺

<u>Communications</u>

Student Communication
To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.
- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

Instructor Communication
The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.
- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

Disclaimer Statement
Course content may vary from the outline to meet the needs of this particular group.

Online Library

The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.*com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

Request a Library Guide for your course (http://apus.libguides.com/index.php)
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.
- Do **remember that an APUS librarian can be a great asset**. Reach out to one, should you need assistance with any research or other use of the library.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

Grading Scale		
Grade	**GPA / Percent**	**Description**
A	**4.0 / 100 - 94**	**Very high quality, clearly above average work**
A-	**3.67 / 93-90**	
B+	**3.53 / 89-87**	
B	**3.0 / 86-84**	**Expected performance level**
B-	**2.67 / 83-80**	
C+	**2.33 / 79-77**	
C	**2.0 / 76-73**	
C-	**1.67 / 72-70**	**Unsatisfactory**
D+	**1.33 / 69-67**	**Failing**
D	**1.0 / 66-64**	**Failing**
D-	**.67 / 63-60**	**Failing**
F	**0.0 / 59-0**	**Failing**

Week Course Outline

Weeks	Topic(s)	Learning Objective(s)	Readings & Viewings	Forum(s)
1	**From Introductions to Theory, Best Practices, and Strategies of Communication** **Title: Introduction to Communication Theory, Strategy, and Practice**	• Examine various communication theories from definition to examples • Justify best practices and strategies of administrative communication used in an online campus • Demonstrate appropriate and meaningful articulation of lesson objectives throughout weekly classwork	**See eReserves for Readings and Resources**	**Welcome Discussion** **Forum 1: Effective Communication**
2	**Trends and Issues with Virtual World Communication**	• Understand through analysis current trends popular today related to electronic communication. • Discuss issues of electronic communication in the virtual world • Demonstrate appropriate and meaningful articulation of lesson objectives	**See eReserves for Readings and Resources**	**Forum 2: Professionalism and Communication Methods** **Assignment 1: Current Communication Technique**

		• throughout weekly classwork		
3	**Across Time and Culture: Working with Remote Staff and Assessing Team Theory with Communication Practices**	• Understand the differences between online and on ground communication practices and how they are related to administration on an online campus • Discuss these differences and why they are important to understand • Assess team theory and collaboration within the team and other areas of the campus in order to work together as needed • Address cultural differences over other time zones and cultures as it relates to communication with those members • Demonstrate appropriate and meaningful articulation of lesson objectives throughout weekly classwork	**See eReserves for Readings and Resources**	**Forum 3: Communication Practices** **Forum 4: Team Theory**

4	**Human Resource Roles from Recruitment and Selection to Supervision and Legalities**	• Analyze and consider the roles of human resources and legal issues related to the online university • Assess recruitment and selection of professional staff members • Assess recruitment and selection of supervisors • Address performance evaluations and their role within the online campus environment • Demonstrate appropriate and meaningful articulation of lesson objectives throughout weekly classwork	**See eReserves for Readings and Resources**	**Forum 5: HR for the Online Campus** **Assignment 2: Employee Performance Reviews**
5	**Historical Factors Shaping Contemporary Higher Education in the United States of America**	• Discover historical facts regarding the shaping of contemporary higher education • Assess these historical facts and compare how they relate to current higher education • Address issues that could be in the forefront of the	**See eReserves for Readings and Resources**	**Forum 6: Higher Ed Development** **Forum 7: Historical. Ramifications**

		• continued changes of higher education • Determine the effects and issues of the future of higher education for leaders within the online college environment		
6	**Communication Ethics in an Online Organization**	• Define ethics and standards that apply to communication of the online campus and the relationship to transparency in communicating • Assess the ethical practices and apply those that uphold morals within the organization • Discover issues on the online campus where ethics play a role • Determine the effects of upholding ethics on the online campus and how they should be communicated to all stakeholders, both on and off of the campus environment	**See eReserves for Readings and Resources**	**Forum 8: Online Communication Ethics** **Assignment 3: Challenging Communications**
7	**Online Higher Education**	• Define faculty performance		**Forum 9: Online Faculty Performance**

	Faculty Performance Standards, Procedures, Expected Outcomes to Disciplinary Issues of Faculty, Staff, and Students	standards and related evaluation procedures with expected outcomes • Discuss and research these faculty performance standards with evaluation procedures and expected outcomes • Research key actions and strategies of disciplinary issues regarding faculty, staff, and students • Connect these topics to prior weeks' research and discovery	**See eReserves for Readings and Resources**	**Forum 10: Online. Faculty Evaluation**
8	**Approaches to Establishing and Sustaining Student Life Organizations in Online Higher Education**	• Define student life organizations • Discuss appropriate organizations that serve the online university • Consider the communication of the university regarding these student life organizations	**See eReserves for Readings and Resources**	**Forum 11: Online Student Organizations** **Signature Assignment: Philosophy of Communication**

References

See eReserve List for References.