



**Hi Ed 655, 01W, Issues in Higher Educaiton  
COURSE SYLLABUS: Spring 2013**

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**Office Hours:** M-F 10-12 & 1:30-3:30 Commerce, online, and by appt.  
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**COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

Wildavsky, B., Kelly, A., Carey, K. (Eds.). (2011). *Reinventing higher education: The promise of innovation*. Cambridge, MA: Harvard Education Press.

A Test of leadership: *Charting the future of U.S. higher education*. Final report of the Secretary's Commission on the Future of Higher Education. (2006). Washington, DC. US Department of Education. <http://www.ed.gov/print/about/bdscomm/list/hiedfuture/reports.html>

**Other readings as assigned and provided online in the course.**

**Course Description:** This ONLINE course offers in-depth analysis of prevalent issues affecting both community colleges and to senior institutions, as illustrated in higher education literature.

**Student Learning Outcomes:** Upon completion of this course, the student will be able to:

- I. Locate reliable, current information on issues in higher education nationally and in Texas.
  - Describe the changing environment for higher education nationally and in Texas.
  - Identify current and emerging issues in higher education nationally and in Texas.
- II. Demonstrate an understanding of major issues affecting higher education.
  - Describe the current and evolving mission of higher education.
  - Identify and describe the nature and impact of resources for higher education.
  - Identify and describe the current and evolving roles and responsibilities of faculty.
  - Identify and describe the changes in the student population nationally and in Texas.
  - Identify and describe current/future issues of diversity and access to higher education.
  - Identify and describe the changing state and federal policy on higher education.
  - Identify and describe ethical issues and dilemmas of higher education.
  - Identify and describe the nature and causes of public disaffection with higher education.
  - Identify and describe the changing nature of instructional delivery.
- III. Demonstrate competence in scholarly research and writing by being able to:
  - Search higher education literature and related online databases for the history, evolution, analysis, and status of specific current issues.
  - Prepare a written manuscript consistent with the *Publication Manual of the American Psychological Association* to investigate a current issue affecting higher education.
  - Publish a research summary for the scholarly community.

## COURSE FORMAT & REQUIREMENTS

eCollege provides the course infrastructure, and all work except the one text will be available online. A student has a personal account in eCollege for course materials, external links, and the opportunity for asynchronous online discussions.

1. **Keeping Current:** Things are moving fast these days in American higher education, and in many directions! To keep up, get regular updates from the higher education press. **There are three good, free resources, and you should plan to sign up for them right away, today!**

1. **Inside Higher Ed**--[newsroom@insidehighered.com](mailto:newsroom@insidehighered.com) to subscribe.
2. **Chronicle of Higher Education newsletter**-- <http://chronicle.com/myaccount/newsletters>
3. **Higher Education & Nat'l Affairs**--  
<http://www.acenet.edu/AM/Template.cfm?Section=HENA>

I recommend that you acquaint yourself with all of these valuable resources. They can provide you with many ideas for your own research (papers, dissertations, etc.).

2. **Discussions:** Each week, I will assign one issue in higher education for discussion. There will be readings and PowerPoint slides, podcasts, or other material with a narrative interpretation of the main points of the readings. I will assign two discussion questions, and you will post comments. If possible, I will arrange a weekly live discussion—pending equipment arrival. More detailed guidance about discussions appears at the end of the syllabus.

3. **Groups:** To facilitate discussions, I will divide you into small groups. Everyone must participate and answer each question in a timely manner. Your participation will be graded and you will be rated on whether or not you answer the question. Chit-chat is not encouraged in threaded Discussions. All discussions and quizzes will be time-dated to expire at the end of the week they are featured.

Sometimes, a student will find a great outside resource to share with the class. **Please submit these items to me or post them under the appropriate category in Doc Sharing. Please do not clog the Discussion Board with these postings.** I reserve the right to remove items that I judge inappropriate.

4. **Graded Work:** Some students have difficulty “keeping up” or “staying on track.” To facilitate your timely completion of the work, I have instituted quizzes, and I will close out units after one week to help you stay with the group. Graded work includes:

Weekly participation in the online discussion	250
10 Issues quizzes from readings and Inside Higher Ed	200
Short responses to 2 Wildavsky reading questions	100
Research paper on a topic approved by the instructor	400
Research summary published to the class	50

5. **Discussions:** For each unit, I will pose 1-2 questions to encourage your analysis of the issue and your speculation about how to approach it as a responsible college or university member. You should have completed assigned readings before attempting to respond.

6. **Quizzes:** The quizzes will focus on current events in higher education and will take a True/False or Multiple Choice format. These will be drawn from your weekly readings and the previous week’s **Inside Higher Ed**. They are designed to help you review content (major themes) and develop perspective on the issues.

7. **Short Response Papers.** For selected chapters, I will pose a question for you to discuss in a 250-500 word essay. The purpose of this exercise is to help you synthesize the major points of the chapter and gain some perspective on the challenges that are affecting our profession. You are required to complete four (4) Short Response Papers.

8. **Research Paper:** Your paper should be brief (3000-4000 words), double-spaced but formal (APA editorial style) with 8-10 references cited. **Students must submit a written overview of their topic for approval no later than February 25, 2013.** An excellent source of contemporary issues and topics is The Chronicle of Higher Education or Inside Hi Ed.

All papers should include a description of the significance of the issue or topic, a statement of the problem examined, a critical review of the literature, a description of the issue and its implication for policy and practice. Papers will be evaluated on content, clarity, and quality of research, as well as use of appropriate English composition. **Please use 1" margins all around, Times New Roman 12.0 font—papers that do not meet this minimum standard will be returned.** Papers are due **April 15, 2013.**

9. **Research Summary:** Finally, you will complete and post a **final summary** of your research so colleagues may learn from your inquiry. This summary should be prepared in JING and last only 5 minutes. It should be posted to Doc Sharing under **ResrchReports no later than Friday, May 2, 2013.** **Your summary should cover the following:**

- What was the question/issue you investigated?**
- What was your approach?**
- What data did you use?**
- What were your findings?**
- What are your conclusions and recommendations?**

**JING PRESENTATION GUIDELINES:** Jing software will allow you to record a brief presentation to share your research with your peers. You may use PowerPoint or any other medium to present your topic.

**To access Jing, please follow these directions:**

1. Jing is free software that we will utilize to implement visuals to our online conversations. With this program we will be able to make PowerPoint presentation for this course.
2. Please download Jing from the following link: <http://www.techsmith.com/download/jing/>
3. View the following "How to use Jing" YouTube videos.
  1. [Screen casting - Creating a Narrated PowerPoint with Jing](#)
  2. [Using Jing to turn in PowerPoint Presentation](#)

**To create a Jing presentation, just follow these directions:**

1. Follow the YouTube video direction on developing the presentation and save it. **Remember you should have saved your Jing by looking at the bottom and select "Share via screencast.com" (i.e., the three arrows button).**
2. Then place your cursor over the Jing icon.
3. Open up the "history" part of Jing (this is the middle circle that extends).
4. Click the "share" button underneath the presentation you created (it will look like 3 arrows)
5. A box will open saying "Capture Sent" and "Your capture has been sent and the link is ready to be pasted" (your link address has been automatically copied)
6. Immediately go into eCollege Discussion in the designated unit to post your briefing.
7. Find your topic, click on the "Respond" button for your topic.

8. When it opens, go to the toolbar at the top of the window, click on the globe with chains, and use the boxes that open to paste in your link
9. Fill in the "Text to display" box
10. In the Website box highlight the "http://", and hit "CTRL" and "V" at the **same time**. This will paste the link to your Jing presentation.

#### TECHNOLOGY REQUIREMENTS

1. DSL or faster Internet connection (Live Chats and Online Presentations)
2. Working knowledge of PowerPoint

#### ACCESS AND NAVIGATION

1. DSL or faster Internet connection (Live Chats and Online Presentations)
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#### COMMUNICATION AND SUPPORT

You may contact me in person during office hours, before or after class, online through eCollege or University email. I am usually online every day, including weekends. If you need to leave me a message, please indicate what specific assistance you need. I do not play telephone tag.

If there is an emergency and you need help from the department, call the main Office at 903-886-5607. Technical support is provided through eCollege. See eCollege sign-on page.

#### COURSE AND UNIVERSITY PROCEDURES/POLICIES

**Academic Honesty:** *Graduate students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all their scholastic work—06-07 Graduate Catalog, p. 29.* To reduce the likelihood of plagiarism, the University has adopted detection Software (*Turnitin*) which will be run against all papers submitted. **Papers showing excessive or undocumented similarities with sources will result in an F for the paper and the course.**

#### **University Specific Procedures:**

**ADA Statement:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

**Office of Student Disability Resources and Services**  
**Texas A&M University-Commerce**  
**Ge e Library 132**  
**Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148**  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)  
[Student Disability Resources & Services](#)

**Student Conduct:** All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

**Plagiarism:** Plagiarism is taken very seriously by A&M-Commerce, the College of Education & Human Services and me! It is grounds for dismissal from the graduate program. To avoid plagiarism, give credit whenever you use the following:

- Another person's idea, opinion, or theory
- Any information that is not common knowledge, such as facts, statistics, graphs, drawings, etc.)
- Quotations of another person's actual spoken or written words
- Paraphrase of another person's spoken or written words.

One of the goals of our program is to develop sound critical thinkers who produce original, academic papers that make a difference in society. **For this reason, all student papers should be original in nature for each class. No paper will be accepted that was developed in an earlier class. All papers will be submitted through a plagiarism detection product called Turnitin. This tool analyzes papers for similarity with outside resources and gives a reading on percent of similarity. It is my practice to exclude citations and bibliography, so the review will focus on your original text. I will share with you this evaluation. Please consult with me whenever you have questions about citation.**

**Participation:** Class participation is a graded part of your course work. Participation is critical online. **You will be expected to participate at least two days a week in discussions and to contribute at least two substantive discussion messages on those days.** It is a daily assignment. The quality and content of your postings will be taken into account in the grading. You will read, analyze, and respond to discussion questions and comments from your fellow learners.

There is not a minimum beyond the two required postings each week. There will be some days when you post only a few and there will be other days that you post more. Most students post an average of 3 substantive comments for each of the required days. What is important is that you participate actively and not just observe. Some guidelines:

- A posting which says only "I agree" or "I understand" is not participation. Expanding upon that and explaining why you agree, etc. can make the posting substantive.
- Substantive comments expand the discussion, adding your own experiences with the subject. Comments not relative to the discussion are not considered substantive. .
- Sending notes to your instructor's personal mailbox does not constitute participation.

Again, to earn participation points, you must add something of substance to the discussion at least 2/7 days/week--this would consist of new ideas, your perspectives, follow-up questions, etc. It's much easier to keep up with an online class, if you are participating daily.

*Some ground rules to keep in mind:*

Participation will have a graded value of 25% of the total grade. For your contributions, please stay on topic, focus on clear and coherent writing, and show respect to others even if you do not agree. Where there is a factual error, please treat it that way and document correct information.

Be positive in your responses to others and diplomatic with your words. I will do my best to do the same. Respecting each other, as demonstrated in what we say (**words**) and how we say it (**tone**), is the foundation of successful learning. Our discussion goal is to be collaborative, not combative. Sometimes even an innocent remark in the online environment can be misconstrued.

**Late Assignments:** We must keep a quick pace to complete the class in the time allowed and in a quality manner. Not only must you meet attendance and participation requirements but you must complete and present assignments on time. We will use Central Time for established deadlines. When an assignment is late, I will examine the circumstances. Remember, **work, personal, or travel commitments do not constitute "emergencies."** I will try to be flexible.

If you must be offline when an assignment is due, please post it early. If you think you might be falling behind, contact me to discuss your situation. No assignments will be accepted after the final day of class.

**Assignments:** All assignments ask you to think about what you've read and to relate that material to your experience. I ask, however, that your thinking reflect an understanding of the discipline's literature as well as an understanding of your own personal experience. Thus, in formal assignments, as well as in informal electronic discussions, reference your opinions and interpretations of your experiences to theory, course readings, and other scholarly research.

### Expectations for Discussion Question (DQ's) Responses

Discussion question responses should be **at least 200 words** and should reflect careful thinking about course materials and your own previous learning/work experiences. Organize your response to a discussion question with a clear statement that addresses the question directly. Take a position on the topic and justify your arguments in subsequent sentences.

**Ground rules: Please do not exceed 300 words on any response (there is not enough time or person-power to read extended responses and still be able to give all students the attention they deserve). Please, please avoid "rants" and "pet peeves"—these alienate your peers and often have the effect of shutting down discussion.**

Discussion postings are to take place only in the **Discussion** group. Please post responses to the threads provided. To respond, select the appropriate thread, click **Respond'**, type your response, and send. Please do not start a new thread or sub-thread for the weekly discussion questions.

Unlike your formal written assignments, I do not require that your discussion question responses adhere to specific formatting requirements. However, please **proofread** carefully. Grammar and spelling errors will impact grading. I do expect proper use of APA citations and references.

I expect your discussion question responses to reflect critical thought. Whenever possible, please try to relate the course content to real-world applications from your work experience.

**Threading:** A *thread* is a great organizational technique in eCollege. It will link or "thread" all messages of the same conversation together. So, if you respond to an existing message to make a comment, and I want to answer you, I would click "**respond to this message**" for your message and so on. Threading helps to organize and make it easier to review the huge volume of messages typically generated in the online classroom.

In the **Discussion** group, take care to post your messages underneath the subject that you are responding to, and to keep the subject line current. All assignments in this class should be posted to thread(s) that I designate. Generally, your written papers will be posted to the **Drop Box** group, while Discussion Questions will be posted to the **Discussion** group. Always read the weekly assignments section of the syllabus for specific instructions for that week.

**Trimming:** *For the purpose of clarity and convenience to your readers*, copy that part of the original message string in your replies that is pertinent for the reader(s). Sometimes it is helpful to add your name

or a sub-title to the subject line for clarity.

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**Attachments:** **Please do not use attachments in the Discussion group.** Post DQ responses and weekly summaries in the body of eCollege messages. Please post formal assignments in the **Drop Box** group as attachments -- Word documents. I will mark your attachments with my comments and recommendations and return to you.

**Weekly Schedule:** I place a very high value on participation in the Online Classroom. I place an even higher value on your formal written report.

On Monday of each academic week, **starting January 14**, I will post **Course Materials** and discussion questions. You are expected to respond to each of the discussion questions, using the **Discussion** group thread established. You are also expected to respond to your classmates' postings. You must respond to each discussion question by the established due date **but do not wait until the deadline to respond.** You are obligated to meet participation requirements. In order to earn the participation points, you need to make quality postings of your comments at least two out of seven days. I check this daily, using my judgment to determine quality.

**Incompletes:** I do not usually grant "incompletes" in this course.

## COURSE OUTLINE / CALENDAR

**Units will open on Monday morning and close on Sunday at midnight.**

### **January 14: Higher Education Act of 1965 and 2008—fundamental background**

- Introduce yourself to your classmates in Student Lounge
- Review the syllabus closely as well as Orientation Ppt
- Lecture: Higher Education Acts of 1965 and 2008
- Read: Wildavsky, B. (2011), pp. 1-10
- Scan:
  1. Carnegie classifications of institutions of higher education. There are many institutional types/definitions--one size does not fit all! <http://classifications.carnegiefoundation.org/> [can you find TAMUC?—what kind of institution are we?]
  2. In Doc Sharing, under HEOA 2008
    - read ACE or AASCU analysis of the features of HEOA
    - the Congressional Summary of HEOA key features
- Discussion question
- Syllabus quiz

### **January 21: A Test of Leadership**

- Lecture: The Spellings' Agenda and Its Consequences
- Read: Wildavsky, B. (2011), pp. 11-40, Barriers to Innovation in U.S. Higher Education
- Scan:
  1. **A Test of Leadership.** Also available in Doc Sharing for eCollege Hi Ed 655. <http://www.ed.gov/print/about/bdscmm/list/hiedfuture/reports.html>
  2. See also the following site--College Results--from the Education Trust so you can compare graduation rates across a group of peers: <http://www.collegeresults.org/>
- Discussion questions
- Mandatory Quiz on HEA and HEOA

### **January 28 & February 4 : State Budget Crises and Higher Education Accountability**

- Lecture: State Budget Cuts and Higher Education Funding; The Rising Tide of Accountability
- Read: Wildavsky
- Scan: Review TAMUC accountability report for THECB <http://www.tamuc.edu/aboutUs/institutionalEffectiveness/documents/accountability-reports/AccountabilityReport2012.pdf>
- Discussion questions
- Mandatory quiz on *Test of Leadership*

### **February 11: Accreditation**

- Lecture: The Changing Role of Accreditation
- Read: Wildavsky
- Activities:
  1. Review the purpose/mission statement of at least one regional accrediting association. URL's appear on the Webliography in the "Accredit" group.
  2. Play and study the Ppt. *Accreditation in a More Demanding World* by Dan Yankelovich. In the CHEA list, this item appears under the 2006 Conference [http://www.chea.org/Research/2006conf/Yankelovich\\_Accreditation\\_in\\_a\\_Demanding\\_World.pdf](http://www.chea.org/Research/2006conf/Yankelovich_Accreditation_in_a_Demanding_World.pdf)
  3. Read *New Leadership for Student Learning and Accountability* at <http://www.chea.org/default.asp>
  4. Read Peter Ewell's Brief article in *Measuring Up 2006, Grading Learning: Progress and Prospects*, pp. 23-25/  
[http://measuringup.highereducation.org/\\_docs/2006/NationalReport\\_2006.pdf](http://measuringup.highereducation.org/_docs/2006/NationalReport_2006.pdf)



- Discussion questions
- **Short Response**

### **February 18 & 25: From Access to Completion: Changing Policy Priorities**

- Lecture: link on Measuring Up appears at the end of the assignment section in eCollege
- Lecture **Powerpoint presentation.**
- Read: Measuring Up report, pp. 1-36 and Texas Report Card, both displayed in "Assignment" sections in eCollege toolbar
- Scan/explore:
  1. *Closing the Expectations Gap 2012*, <http://www.achieve.org/ClosingtheExpectationsGap2012>
  2. Texas State Progress Report on the Alignment of High School Policies with Demands of College/Work [http://www.achieve.org/files/Texas-CCR\\_FactSheet-Sept2012.pdf](http://www.achieve.org/files/Texas-CCR_FactSheet-Sept2012.pdf)
  3. *Education Trust. (2005). One Step from the Finish Line (improving graduation rates).* <http://www.edtrust.org/dc/publication/one-step-from-the-finish-line-higher-college-graduation-rates-are-within-our-reach>
  4. National Governors' Association—Complete to Compete
    - Discussion questions—post 1<sup>st</sup> question in 1<sup>st</sup> week, 2<sup>nd</sup> question on Feb 13
    - Mandatory quiz from Inside Hi Ed, week of Jan. 28.

### **March 4: Affordability**

- Lecture: The Rising Cost of College
- Read:
  - *Postsecondary Education Opportunity*, #163, “Unmet Financial Need of Undergraduate Students by State, Sector, Status and Income Levels 2003-04” -- DocSharing, under Affordability.
- **Other Resources to Examine/Read:**
  1. Callan, P. (2006), “College Affordability: Colleges, States Increase Financial Burdens on Students and Families” in *Measuring Up 2006*  
<http://measuringup.highereducation.org/commentary/collegeaffordability.cfm>  
<http://www.higheredinfo.org/help/using.php>  
 Educational Needs Index: <http://www.educationalneedsindex.com/>
  2. <http://projectonstudentdebt.org/files/pub/classof2007.pdf>
  3. *Squeeze Play 2009, The Public's Views on College Costs Today---on Doc Sharing*
  4. *New Report--Trends in College Spending, deals with differences in funding of regional institutions and flag-ship institutions. Also in Webliography & Doc Sharing*  
[http://www.deltacostproject.org/resources/pdf/trends\\_in\\_spending-report.pdf](http://www.deltacostproject.org/resources/pdf/trends_in_spending-report.pdf)
- Discussion questions—start post on Feb. 28
- Mandatory quiz on Inside Ed, week of Feb. 18

### **March 18: Student Financial Aid and Student Debt**

- Lecture: Scott overview of federal, state and institutional aid
- Lecture: Camica Davis—historical background on federal aid
- Read: Student Debt and the Class of 2011 <http://projectonstudentdebt.org/files/pub/classof2011.pdf>
- Discussion questions
- Mandatory quiz on financial aid and student debt

### **March 11-15: Spring Break**

### **March 25: Online Teaching and Learning**

- Lecture: Trends in Online Education and MOOCs,
- Read: Zemsky, R. The Wrong-way Web—chapter from *Making Reform Work*  
Wildavsky, Chapter 7, What Online Learning Can Teach Us about Higher Education

- Discussion Questions
- Other items as noted in eCollege

**April 1: For-Profit Higher Education**

- Lecture: The Emergence of For-Profit Higher Education
- Read: Wildavsky, Ch. 6, For-Profit Sector Innovations in Business Models and Organizational Cultures
- Activities: see eCollege

**April 8: Faculty Status**

- Lecture: Darlene Waller on changes on traditional faculty roles/responsibilities
- Read: Wildavsky, Ch 4, Rethinking the Professoriate  
Selected readings/activities listed in eCollege
- Discussion questions
- **Short Response**
- Mandatory quiz on faculty status/issues

**April 15: Adjuncts—The New Majority**

- Lecture: Who's Running the Show?
- Read: Wildavsky, Ch5, The Promise, Performance, and Policies of Community Colleges
- Activities: see eCollege

**April 15-- Research Papers Due**

**April 22: Intercollegiate Athletics—UNDER CONSTRUCTION**

Lecture:

Read:

Activities:

Mandatory quiz on Intercollegiate Athletics

**April 29: TX and National Demographics: The Changing Face of the Student Body**

- Lecture: Trends in Postsecondary Enrollment
- Read:
- Activities:
  1. For the most recent analysis of Texas demographics affecting higher education, please click on Murdock-HiEdDemog.
  2. For a summary of key findings in the most recent comprehensive study of Texas Demographics, please click on <http://txsdc.utsa.edu/pubsrep/pubs/txchal.php>
  3. The Texas Higher Education Plan, Closing the Gaps may be accessed by clicking on the following link [Closing the Gaps](#).
  4. In addition, we will look at National demographics and legislation.
- Discussion questions
- Mandatory quiz on National & Texas demographics

**May 6-10: Final Exam Week**      **Post your JING summary of your research paper.**