Hi Ed 642, 01W—Texas Higher Education Reform

COURSE SYLLABUS: Spring 2013
Online Course

Instructor: Joyce A. Scott, Ph.D.  
Office Location: 110 Education North
Office Hours: M-F 9:30-11:30 AM,  
by appointment or online  
Office Phone: 903-886-5503
Office Fax: 903-886-5507
Email Address: joyce.scott@tamuc.edu

COURSE INFORMATION

NB: Due to the rapidly changing conditions around Texas higher education, this syllabus is subject to change so students may work with the most current information available.

Textbook Required: All materials are accessible via eCollege or through links to the Texas Higher Education Coordinating Board (THECB), the Texas Legislature, the Texas Public Policy Foundation, the Texas Tribune, and other entities. For immediate use and to get you grounded students will read the following in eCollege:

- Texas Higher Education Quick Facts 2010 (in Doc Sharing)—most recent version
- Texas Public Higher Education Almanac, 2012 (in Doc Sharing)
- SREB Fact Book on Higher Education, 2011, section on Texas Higher Education
- Report of the THECB on Higher Education Cost Efficiencies to the Governor

Subscribe to the FREE Texas Tribune @ http://www.texastribune.org/
- Read Daily articles from the Texas Tribune on Higher Education
- Explore the higher education section http://www.texastribune.org/education/higher-education/
- Scan stories on higher education and THECB http://www.texastribune.org/tribpedia/higher-ed-coordinating-board/

Course Description: This course focuses on higher education reform in Texas. Starting from a brief overview of major reforms in Texas since 2000, the course will examine the recent actions or the THECB and the Texas Legislature as well as the recommendations for reform in public higher education. The course will be organized around the “big ideas” identified by the Advisory Committee for Cost Efficiencies—Pay for performance; Pathways for successful student outcomes; New approaches to delivery; Strategies for capital financing; and Creating a culture of productivity and continuous improvement.
**Student Learning Outcomes:**

1. The learner will develop an increased awareness of the recent patterns of reform in Texas public higher education, their causes, and their results.
2. The learner will be able to identify the major themes surrounding Texas higher education reform, explain their causes or origins, and assess their validity.
3. The learner will be able to evaluate the feasibility of proposed reforms and the impact of implemented reforms.
4. The learner will be able to:
   a. address orally and in writing why a given reform should/should not be pursued;
   b. produce and publish an original, electronic briefing on a reform theme;
   c. write a 4-5 page analysis of a particular reform theme/issue and assess why it is or is not good for public higher education in the state;
   d. express him or herself accurately and succinctly in formal and informal modalities;
   e. use electronic resources and tools to enhance collaboration and learning; and
   f. apply APA standards to written work.

**COURSE REQUIREMENTS**

On Mondays, I will open a new lesson. You will complete assigned work during the week, engage in discussion by Saturday so colleagues may benefit from your thinking. Failure to participate in a timely manner will necessarily affect your grade. I will evaluate your work weekly and post a score in the grade book. Non-participation will result in a zero.

This course is organized to permit maximum interaction with colleagues and the instructor and to engage you in serious and substantive dialogue about the important issues surrounding higher education reform. **Your weekly participation is essential!**

Each week, you will be required to participate in the following ways:

1. Prepare the weekly topic through assigned readings and media presentations
2. Listen to the lecture(s) and follow up on recommended resources
3. Participate in weekly online discussion (at least two responses per question)
4. Weekly/daily reading of *Texas Tribune* items on higher education
5. 8 Weekly quizzes on assigned readings
6. 1 short response paper every month (4 total)

Two additional requirements that occur only once during the term:

7. 1 brief final analysis paper (4-5 pages + references)
8. 1 (one) 5-minute Jing presentation on a topic selected in consultation with the instructor.

The course format is the same throughout:

- **Assignment:** details of required readings are here + links to online resources
- **Lecture:** a lecture or a video of important events/hearings
- **Discussion:** Everyone should give one substantive response and one feedback to peers.
- **Quiz:** focus on topic or current press (I’ll tell you in advance)
- **Short response:** at the end of a unit, I will pose a reflection question for a 750-word response to go to the Dropbox. There will be four (4) short reflections required.
WEBCASTS

I will make extensive use of Webcasts from the Texas Higher Education Coordinating Board, of Board and major committee meetings/presentations. I will try to screen the Webcasts to give you start/stop times for the important segments.

JING PRESENTATION ON A KEY REFORM TOPIC

Everyone will read mostly the same material, but each student will be asked to prepare a 5-minute briefing on one topic from the reform agenda. I will provide a format to guide your work as well as a list of topics to choose from.

SUMMARY PAPER SUBJECT & FORMAT

This is a 4-5 page final analysis + references of a particular theme/issue and assessment of why it is/is not good for public higher education. All references must be in APA format. The paper should be produced according to these guidelines: double spaced, one-inch margins all around, font at 12-point size. Choice of font is up to the student, but a traditional style is recommended.

I will make available in Doc Sharing two formats to use drawn from the Air Force Handbook, *Tongue and Quill* (2004)—Background Paper or Position Paper. I suggest these formats to help focus your thinking and writing in your analysis of your chosen Texas higher education reform.

I will also make available to you a proposal format to prepare both your Jing briefing and your written analysis topics for my review. Before sending your proposal to me, you should have consulted several resources/references which will serve as the basis for your research.

Guidelines:
- Your Jing briefing and your paper must focus exclusively on Texas higher education,
- Guidelines for the Jing presentation (max. 5 minutes) are posted in Doc Sharing.
- The paper must be written using APA style manual,
- The paper must be 4-5 pages in length using 1” margins only, and
- It must be your own, original work. Plagiarism results in a grade of F for the course.

Criteria for Evaluation of Short Analysis Paper:

1. Topic selected is suitable for research and related directly to Texas higher education.
2. Topic is delimited so that it could be developed sufficiently within the paper.
3. Content reflects the most current information available.
4. Style of writing is characterized by unity, clarity, and originality *as well as* correct grammar, spelling and punctuation.
5. Format for documentation follows the APA manual.
GRADE COMPUTATION

8 topical quizzes* = 200 (9 quizzes, lowest dropped)
4 short reflections = 200 (750-1000 words each)
Weekly discussions = 200
4-5 page analysis paper = 200
Jing topical briefing = 200 (Ppt + narration)
1,000

TECHNOLOGY REQUIREMENTS/ACCESS AND NAVIGATION

1. DSL or faster Internet connection (Live Chats and Online Presentations)
2. Working knowledge of PowerPoint
3. A media player installed on your computer to receive Webcasts and other video material.

COMMUNICATION AND SUPPORT

You may contact me in person during office hours, online through eCollege or University email. I am usually online every day, including weekends. If you need to leave me a message, please specify what assistance you need. I do not play telephone tag. If there is an emergency and you need assistance, call the main Office at 903-886-5521,

Technical support is provided through eCollege. See the instructions on the My Leo/eCollege sign-on page.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Course Specific Procedures:
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.

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, Gee Library 132
Phone (903) 886-5150 or (903) 886-5835 Fax (903) 468-8148
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*).

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### CLASS SCHEDULE—Spring 2013

1. **January 14 & 21:** Course orientation, syllabus review,
   - Introductions—prepare a Jing presentation, directions in Student Lounge
   - Complete the Orientation Ppt
   - Sign up to receive daily news briefings from *Texas Tribune* (links in orientation).

   **Subscribe to the FREE Texas Tribune @** [http://www.texastribune.org/](http://www.texastribune.org/)
   - Read Daily articles from the *Texas Tribune* on Higher Education
   - Explore the section [http://www.texastribune.org/education/higher-education/](http://www.texastribune.org/education/higher-education/)
   - Scan stories on higher education and THECB [http://www.texastribune.org/tribpedia/higher-ed-coordinating-board/](http://www.texastribune.org/tribpedia/higher-ed-coordinating-board/)

   **Lectures:** What is Reform? Texas Higher Ed in the National Context.
   **Read:** (see eCollege-Doc Sharing, TX Hi Ed Info)
   - 2011 Texas Public Higher Education Almanac, pp. 4-20 + select institution for in-depth review
   - Texas Higher Education Quick Facts 2010 (most recent available)
   - From the SREB Fact Book on Higher Education, 2011, the section on Higher Education in Texas
   - Quick Facts on Texas [http://quickfacts.census.gov/qfd/states/48000.html](http://quickfacts.census.gov/qfd/states/48000.html)
   - Pick an institution and check out its THECB Online Institutional Resume @ [http://www.thecb.state.tx.us/apps/resumes/](http://www.thecb.state.tx.us/apps/resumes/) This is your institution to “adopt” for the purpose of reflecting on the implications of the reform agenda.

   Discussion--Respond to discussion question(s)
   Quiz: 1 --Take quiz based on two lectures and assigned readings

2. **January 28:** Texas Higher Education Reform since 2000

   **Lecture:** Recent reforms—their emphasis, purpose and impact.

   **Read:** Familiarize yourself with TX HI ED data [http://www.txhighereddata.org/](http://www.txhighereddata.org/)
   - Executive summary of CTG 2000 in Doc Sharing
   - 2010 CTG Progress Report
   - 2005 Accelerated CTG targeting minorities and key areas of need
   - Texas Higher Education Accountability Overview link in Assignments
   - Webcast segment from CTG Committee of THECB—TBD

   Discussion
   Quiz 2
3. **February 4:** Cost Efficiencies Study & Paying for Performance

**Read/Watch:**
  NB: Each time you read a new section of the report, it is a good idea to go back to the Executive Summary (pp. 2-9) to ground yourself.
- Webcast: of January 12 Advisory Committee meeting
  All Webcasts are located on the THECB website, under Events, scroll down to find Webcasts. Link @ [http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm](http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm)

**Discussion**
Quiz 3
Short Response # 1

4. **February 11 & 18:** Paying for Performance=Outcomes-based Funding

**Assigned readings/activities**
- Texas Higher Education Accountability System @ [http://www.txhigherereddata.org/Interactive/Accountability/](http://www.txhigherereddata.org/Interactive/Accountability)
- Webcast of February 9 Advisory Committee @ [http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm](http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm)
- Webcast of April 27 THECB meeting,
  - Paredes et al. on the $10,000 degree (starts at 45:00-1:50)
- **New material to be added**
- Review handout and Powerpoint for $10,000 degree
**Discussion**
Quiz 4

5. **February 25:** Pathways for Successful Student Outcomes

**Assigned readings/activities**
- Webcast: of March 9 Advisory Committee meeting [http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm](http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm)
- TX Success Initiative Overview
**Discussion**
Quiz 5
6. **March 4:** New Approaches to Delivery

**Assigned readings/activities**
- Webcast: of April 13 Advisory Committee meeting  
  [http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm](http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm)
- The Texas Affordable Baccalaureate
- Western Governor’s University-Texas

Discussion
Quiz 6

7. **March 18:** New Approaches to Delivery & Capital Financing

**Assigned readings/activities**
- Webcast: of May 11 Advisory Committee meeting  
  [http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm](http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm)

Discussion
Quiz 7
Short Response # 2

*Spring Break: March 11-15*

8. **March 25:** Productivity and Continuous Improvement

**Assigned readings/activities**
- Webcast: of August 17 Advisory Committee meeting  
  [http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm](http://www.thecb.state.tx.us/apps/Events/AllBroadcasts.cfm)

Discussion
Quiz 8

9. **April 1:** Productivity and Continuous Improvement

**Assigned readings/activities**
- Biennial LAR Overview (Doc Sharing)
- Formula Funding Recommendations for the 2012-13 Biennium (Doc Sharing)

Discussion
Quiz 8
Short Response # 3
The class schedule for the Month of April will be developed as we go through the Legislative session and get an idea of where things are headed. All materials will be posted in eCollege or linked in your course shell for ease of access.

10. April 8: THECB 83rd Legislative Agenda

10A. April 15: THECB 83rd Legislative Agenda
Discussion
Quiz 9
Short Response # 4

10B. April 22: THECB 83rd Legislative Agenda
Discussion
Quiz 10 Not required -- (if you really feel like you need the extra points!)

10C. April 29: THECB 83rd Legislative Agenda
Discussion Legislative Inputs & Outcomes—this segment will focus on the final laws likely to come out of the 83rd Legislature.
Discussion

May 6-10: Final Exam Week Post your JING summary by May 1.

Appendix A: Organization of Jing Presentation

Your Jing presentation will be 5 minutes in length, devoted to a topic that was covered in the work of the Advisory Committee on Cost Efficiencies. You may use Power Point, video, or any other form of visual along with your narrative to get the points across. Jing is limited to 5-minutes, so you will have to focus your material and practice it to achieve a final, professional briefing.

You are free to select any format you wish for your Jing presentation, but the Air Force Bullet Background Paper discussion may be helpful as you plan your briefing. I have included it in Doc Sharing under Course Tools for your reference.
Appendix B: Approval of Topics

Name______________________________________
Phone______________________________________
email______________________________________

The major topic and purpose of my Jing presentation or Analysis paper will be to

The reason I think this topic is important to Texas higher education reform is

I have used the following specific resources (titles, authors, and page numbers) to identify this topic: [Please identify at least four-six references.]

Instructor’s Approval__________________________ Date:____________________