



**Hi Ed 655, 01W, Issues in Higher Educaiton
COURSE SYLLABUS: Spring 2014**

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PLEASE PRINT THIS SYLLABUS AND KEEP AVAILABLE FOR EASE OF REFERENCE

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings:

- Delbanco, Andrew. (2011 or 2012). *College: What it was, is, and should be*. Princeton, NJ: Princeton University Press.
- Tinto, Vincent. (2012). *Completing college: Rethinking institutional action*. Chicago, IL: University of Chicago 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 WILL BE provided online in the course.

Course Description: This ONLINE course offers in-depth analysis of prevalent issues affecting both community colleges and 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. **For doctoral students, this means an in-depth analysis of current issues. For Master's students, this means a general summary of major trends in the respective areas.**
 - 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. **M.S. students should be able to:**
- Search higher education literature and related online databases for the history, evolution, analysis, and status of specific current issues.
- In addition to the above, doctoral students should be able to:**
- Prepare a written manuscript consistent with the *Publication Manual of the American Psychological Association* to investigate a current issue affecting higher education.
 - Publish a comprehensive literature review on a single issue 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 sign up for them today!

1. **Inside Higher Ed**--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 topic 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. More detailed guidance about discussions appears below.

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.**

When you 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 10 days to help you stay with the group. Graded work includes:

Weekly participation in the online discussion	200
10 Issues quizzes from readings and Inside Higher Ed	200
Short responses to 4 reading questions	200
Research paper on a topic approved by the instructor	300-500
Research summary published to the class via Jing	100

For students enrolled in the Master's program, the research paper will be 8 pages on a topic selected in consultation with the instructor. For doctoral students, the research paper will be more in-

depth (12-15 pages) analysis of a topic selected in consultation with the instructor. The doctoral student paper will be in conformity with APA 6 guidelines for publishable material.

Grades will be earned as follows: 900 and above = A, 800 and above = B, 700 and above = C.

5. Discussions: For each week, 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.

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.

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. I will make five (5) options available. Short responses are submitted into the course Dropbox which is connected to Turnitin.

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 24, 2014.** 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 14, 2014.**

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 Monday, April 28, 2014. 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 DocSharing **JING folder** to post your briefing.
7. On the front of your slides, please indicate the URL for your JING presentation so classmates may copy the URL and then paste it into their browser to go to it directly.

TECHNOLOGY REQUIREMENTS

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements for the Epic Web Client are:
 - Any current Flash-compliant browser (e.g., Internet Explorer 7 or Firefox 3.0)
 - 512 MB of RAM, 1 GB or more preferred
 - Broadband connection required courses are heavily video intensive
 - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- A sound card and speakers or headphones
- Current anti-virus software must be installed and kept up to date
- Some classes may have specific class requirements for additional software. These requirements will be listed on the course offerings page. Most home computers purchased within the last 3-4 years meet or surpass these requirements.
- You will need some additional free software for enhanced web browsing. Ensure that you download the free versions of the following software:
 - Adobe Reader
 - Adobe Flash Player

- At a minimum, you must have Microsoft Office 2003, XP, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

ACCESS AND NAVIGATION

eCollege Access and Log in Information

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to: <http://www.tamuc.edu/myleo.aspx>.

You will need your CWID and password to log in to the course. If you do not know your CWID or have forgotten your password, contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

It is strongly recommended that you perform a “Browser Test” prior to the start of your course. To launch a browser test, login to ECollege, click on the ‘myCourses’ tab, and then select the “Browser Test” link under Support Services.

Course Navigation

All aspects of this course, including presentations, assignments, readings, and exams will be completed / turned in through eCollege. Your grades will also be available in eCollege.

This course like the others in the program is divided up into weekly units. Each unit will have an Overview, Outcomes, Activities/Assignments and Resources. The Activities/Assignments will provide you with a list of everything you need to do to be successful in the course.

You should begin by reading the course syllabus, paying particular attention to the assignments and course calendar, and then complete the Start Here unit.

COMMUNICATION AND SUPPORT

You may contact me in person during office hours or online through eCollege or University email. I am usually online every day, including weekends. Students who Email me outside of regular office hours can expect a reply within 24 hours M-F. Students who Email me during holidays or over the weekend may expect a reply by the end of the next regularly scheduled business day.

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 assistance from the department, you may call the main office at 903-886-5521,

Any changes to the syllabus or other important information critical to the class will be disseminated to students in this way via your official University Email address available to me through MyLeo and in Announcements. It will be your responsibility to check your University Email and Announcements regularly.

eCollege Student Technical Support

Texas A&M University-Commerce provides students technical support for eCollege. The student help desk may be reached by the following means 24 hours a day, seven days a week.

- **Chat Support:** Click on '*Live Support*' on the tool bar within your course to chat with an eCollege Representative.
- **Phone:** 1-866-656-5511 (Toll Free) to speak with eCollege Technical Support Representative.
- **Email:** helpdesk@online.tamuc.org to initiate a support request with eCollege Technical Support Representative.

Help: Click on the '*Help*' button on the toolbar for information regarding working with eCollege (i.e. how to submit to dropbox, and how to post to discussions, etc.)

For assistance with the library: To access the Library databases and tutorials click on the Library link under Course Home or minimize your eCollege session and open another browser window going to the Library's web site directly, at the following link: <http://www.tamuc.edu/library> not from within eCollege.

myLeo Support

Your myLeo email address is required to send and receive all student correspondence. Please email helpdesk@tamuc.edu or call us at 903-468-6000 with any questions about setting up your myLeo email account. You may also access information at <https://leo.tamuc.edu>.

Policy for Reporting Problems with eCollege

Should students encounter eCollege-based problems while submitting assignments/discussions/comments/exams, the following procedure **MUST** be followed?

1. Students must report the problem to the help desk. You may reach the helpdesk at
2. helpdesk@online.tamuc.org or 1-866-656-5511
3. Students **MUST** file their problem with the helpdesk and obtain a helpdesk ticket number
4. Once a helpdesk ticket number is in your possession, students should Email me to advise me of the problem and to provide me with the helpdesk ticket number
5. At that time, I will call the helpdesk to confirm your problem and follow up with you

PLEASE NOTE: Your personal computer/access problems are not a legitimate excuse for filing a ticket with the help desk. You are strongly encouraged to check for compatibility of your browser **BEFORE** the course begins and to take the eCollege tutorial offered for students who may require some extra assistance in navigating the eCollege platform. **ONLY** eCollege-based problems are legitimate.

Internet Access

An Internet connection is necessary to participate in discussions and assignments, access readings, transfer course work, and receive feedback from your professor. View the requirements as outlined in Technology Requirements above for more information.

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
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*).

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.**

Some ground rules to keep in mind:

Participation will have a graded value of 25% of the total grade. 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 the correct information.

Be positive in your responses 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. You must meet attendance and participation requirements **and** 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/pet peeves"—these alienate peers and often shut 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.

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 13**, 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.

This semester, I have organized the course into six (6) major segments:

1. What is college? Why do we value it?
2. The Higher Education Act & Accountability
3. Online and For-Profit Competition
4. College completion challenges
5. What's happened to the students?
6. What's happened to the faculty?

January 13: *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: Start by looking back: **Delbanco, pp. 1-35—What is college for?**
- 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 20: *A Test of Leadership*

- Lecture: The Spellings' Agenda and Its Consequences
- Read: **Delbanco, pp. 36-101—Origins & From college to university**
- 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
- **Short response 1**

January 27: *Higher education today—under attack*

- Lecture: What are the issues?
- Read: --**Delbanco, pp. 102-149, *Who went? Who goes? Who pays? Brave new world.***
--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 Although dated 2006 and focused on accreditation, Yankelovich outlines some of the key factors affecting HIED today.
- Discussion questions
- Mandatory quiz on *Test of Leadership*

February 3 : *What's to be done? Looking toward the future.*

- Lecture: State Budget Cuts and Higher Education Funding; The Rising Tide of Accountability
- Read: --**Delbanco, pp. 150-177, *What is to be done?***
--New leadership for student learning:
http://www.chea.org/pdf/2008.01.30_New_Leadership_Statement.pdf
- Scan: TAMUC accountability report for THECB
<https://www.tamuc.edu/aboutUs/institutionalEffectiveness/documents/accountability-reports/2013AccountabilityReport.pdf>
- Discussion questions
- **Short response 2**

February 10: *Accountability and 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” -- 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/classof2012.pdf>
http://projectonstudentdebt.org/state_by_state-view2013.php?area=TX (data on TX students’ debt)
 3. *Squeeze Play 2009, The Public's Views on College Costs Today---on Doc Sharing*
 4. *Delta Cost Project—data on TX spending on HIED* <http://deltacostproject.org/data/state/pdf/tx.pdf>
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
- Discussion questions
- Mandatory quiz on Inside Higher Ed for week of Feb. 3

February 17: *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” – New version to be installed in 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

- Discussion questions
- Mandatory quiz on Inside Ed, week of Feb. 10

February 24: From Access to Completion: Changing Policy Priorities

- Lecture: link on Measuring Up appears at the end of the assignment section in eCollege
Powerpoint presentation.
- Read: **Tinto, V. (2012). *Completing College, pp. 1-9 Introduction, pp. 10-23 Expectations***
- Scan:
 1. Measuring Up report, pp. 1-36 and
 2. Texas Report Card, both displayed in "Assignment" sections in eCollege toolbar
 3. *Closing the Expectations Gap 2012*,
<http://www.achieve.org/ClosingtheExpectationsGap2012>
 4. 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
 5. *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>
 6. National Governors' Association—Complete to Compete
- Discussion questions
- **Short response 3**

March 3: Completing College

- Read: **Tinto, V. (2012). *Completing College, pp. 24-81***
- Lecture
- Discussion
- Quiz

March 10-14: Spring Break

March 17: Completing College

- Read: **Tinto, V. (2012). *Completing College, pp. 82-125***
- **Short Response 4**

March 21: Dr. Vincent Tinto speaking at TAMUC, 8:30 AM-1:30 PM

March 31: 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

April 7: *Online Teaching and Learning and For-Profit Higher Education*

- Lecture 1: 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

- Lecture 2: The Emergence of For-Profit Higher Education
- Read: Wildavsky, Ch. 6, For-Profit Sector Innovations in Business Models and Organizational
 Cultures
- Activities: see eCollege
- Discussion:
- Other items as noted in eCollege

April 14: *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 5**
- Mandatory quiz on faculty status/issues

April 21: *Adjuncts—The New Majority*

- Lecture: Who's Running the Show?
- Read: Wildavsky, Ch. 5, The Promise, Performance, and Policies of Community Colleges
- Activities: see eCollege

April 14-- Research Papers Due

April 28: 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 5-8: Final Exam Week Post your JING summary of your research paper.