

Hi Ed 655, 01W, Issues in Higher Education COURSE SYLLABUS: Spring 2015

Instructor: David Rankin, Ed.D. – Adjunct Professor in Educational Leadership

Office Hours: Tuesdays 6:00-10:00 P.M. Commerce, Thursdays 6:00-10:00 P.M., & via telephone daily by appointment only

University Email Address: david.rankin@tamuc.edu

COURSE INFORMATION

Materials – Textbooks, Readings, Supplementary Readings

Textbook(s) Required

Altbach, P.G., Berdahl, R.O. and Gumport, P.J. (2011) *American higher education in the twenty-first century*. (3rd ed.). Baltimore, MD. John Hopkins University Press.

Recommended

American Psychological Association. (2010). *Publishing manual of the American Psychological Association* (6th ed.). Washington, DC: Author.

Course Description

The American Community College is designed as a broad introduction to the study of community colleges. Students will gain a breadth of knowledge of the general field of community colleges through assigned readings, discussions, and research projects. Projects and presentations will give students specific knowledge of a community college and a content area of a students' choosing. The course emphasizes discussions to help students' process course content. Research projects are used to assist students to gain knowledge of specific content areas related to community colleges. Additional readings will supplement the Cohen and Brawer text.

Student Learning Outcomes

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.

COURSE REQUIREMENTS

Instructional / Methods / Activities Assessments

Readings in the course text as well as additional outside reading

Papers MUST conform to the requirements of the *APA Style Manual*.

Papers must be thoroughly edited—grades will be lowered by 10% for all writing errors.)

Please adhere to APA guidelines--and all university policies--regarding the use and proper attribution of the work, ideas, and words of others. Plagiarism is a very serious matter, and any such act will result in a grade of “F” for the assignment (and possibly for the course)--along with possible follow-on action. **This instructor will use the university-provided software (i.e., Turnitin) to assist in detecting instances of academic dishonesty.** Feel free to ask if questions surface regarding any issue surrounding plagiarism

A minimum expectation of graduate study is the self-motivated continuing search for information/understanding.

Assignments that you complete for this course should not have been used in other courses.

Late assignments will lose one letter grade (10%) per day late. The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) at continues to 11:59 pm. Late assignments may be turned in via email.

GRADING

Grading Rubric: A: 90-100 B: 80-89 C: 70-79 D: 60-69 F: = or <59

Assignment Paper and Presentation (1 @ 30 points each):

The major paper/project for the class is a case study research paper that will be a synthesis and application of a specific issue in higher education. Your case study research paper could ultimately consist one of the following sections:

- Cost/financial aid/debt burden and default
- Accreditation/Accountability/Assessment
- Federal or State Policy Higher Education Agenda
- Student Retention and graduation

On **April 3, 2015** each student will provide a 30 minute presentation covering their topic to the class

Chapter Presentation (2 @ 10 points each):

Each week a student will provide a 45 minute presentation over the chapter(s) for each session. Students can utilize PowerPoint, lecture, or any method they choose to cover the topics in the class.

Midterm (25 point)

Final (25 points)

TECHNOLOGY REQUIREMENTS

This is a technology enhance course online class. All supplemental readings and assignments will be received online using the eCollege learning media platform.

The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

ACCESS AND NAVIGATION

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (6.0, 7.0, or 8.0).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

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:

<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or

helpdesk@tamuc.edu.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Please periodically review (1) updated announcements within the HIED 540 eCollege course homepage for updated information pertaining to this course and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails from non-university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or work.

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me.

• Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received. However, I encourage you to post all generic questions to the Q&A forum section of the course in order to avoid duplicate questions. The chances are that your peers will have the same question. Each of the four modules within our HIED 540 course shell has a link entitled Module Q&A where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the Module Q&A forums.

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, and spelling
- Do not use Wikipedia
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition).

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

ADA Statement

Students with Disabilities:

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- Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

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*).

COURSE OUTLINE / CALENDAR

Spring 2015 Issues In Higher Education Calendar

January 23, 2015 - Introduction/Background of Higher Education Issues

January 30, 2015 – Access – Chapters 11

February 6, 2015 – Access – Chapter 18

February 13, 2015 – Funding of Higher Education – Chapter 13

February 20, 2015 – Affordability

February 27, 2015 – Faculty Status – Chapters 4 and 10

March 6, 2015 – Curriculum and Technology – Chapters 14 and 16

March 13, 2015 – Midterm / Presidential Leadership – Chapter 12

March 27, 2015 – Autonomy and Accountability – Chapters 3 and 9

April 3, 2015 – Papers Due and Paper Presentation

April 10, 2015 – State Policies Affecting Higher Education – Chapter 7

April 17, 2015 - THECB/Professional Association Accreditation/SACS

April 24, 2015 – Degree Completion

May 1, 2015 - Federal Policies Affecting Higher Education – Chapter 6

May 8, 2015 – Renewal of the Higher Education Act

NOTE: The instructor may modify the course syllabus and outline if the need arises. Students will be informed in writing of any change.