Instructor Information:
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Course Information:
Course Title: Higher Education Trends and Issues
Course Number: EDAD 5357.001
Semester: Spring 2014
Course Location and Time: TH 102, 5:30pm

Catalog Description:
The course is designed to introduce students to key issues affecting higher education today. Through diverse and critical readings, the students explore issues such as access and equity, affirmative action, faculty, academic freedom, college costs, and strategic change.

Learning Outcomes:
1. To identify and understand historical contexts associated with institutions of higher education
2. To understand current trends related to faculty, administrators, and student populations
3. To explore the relationship between current higher education trends, research, practice, and policy
4. To understand how higher education leaders can respond to institutional, economic, social, and political change

Required Textbook:


Course Policies and Requirements
Attendance:
Class attendance is critical to learning, and students are expected to attend every class and actively participate in class discussion. Class will begin promptly at 5:30pm, and you are expected to be ready to begin class at that time. If circumstances prevent you from attending class or arriving on time, please send

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me an email or leave a voicemail message as a professional courtesy. If you miss a class, it is your responsibility to follow up with your classmates for class notes. In accordance with University guidelines, attendance will be taken every class session. Class participation is part of your grade, and absences, arriving late to class, or leaving early from class will affect your participation grade.

**Drop Policy:**

**Adds and Drops:** Adds and drops may be made during late registration either by SAM, by the Web or in person in the academic department offering the course. Drops may continue in person through the 12th week of class. Students are responsible for adhering to the following regulations concerning adds and drops. These rules apply to regular semesters and to equivalent time limits in summer sessions as noted on the summer session calendar. A student may not add a course after the end of late registration.

- No grade is given if a student drops a course before the Census Date of that semester.
- A student may drop a course with a grade of W during the first six weeks of class.
- From the seventh week of class through the 12th week of class, a student may drop a course with a grade of W if passing or a grade of F if failing.
- A student may not drop a course after the 12th week of class.
- The dean of the college or school in which the student is majoring may require a student to drop a course at any time upon the recommendation of the instructor and the concurrence of the department chair.
- Students wanting to drop all courses for which they are enrolled must withdraw from the University.

**Incomplete Policy**

Incomplete grades are highly discouraged. Incomplete grades will only be granted because of extenuating circumstances or major emergencies.

**Communication:**

UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at http://www.uta.edu/oit/cs/email/mavmail.php. *I will not be responsible for information you miss that is sent by UTA email.*

**Final Review Week:**

A period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus.* During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

**Americans with Disabilities Act (ADA):**

The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the *Americans with Disabilities Act (ADA).* All instructors

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at UT Arlington are required by law to provide "reasonable accommodations" to students with
disabilities, so as not to discriminate on the basis of that disability. Any student requiring an
accommodation for this course must provide the instructor with official documentation in the form of a
letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those
students who have officially documented a need for an accommodation will have their request honored.
Information regarding diagnostic criteria and policies for obtaining disability-based academic
accommodations can be found at www.uta.edu/disability or by calling the Office for Students with
Disabilities at (817) 272-3364.

Professional Dispositions:
Each candidate in the College of Education and Health Professions of UT Arlington will be evaluated on
Professional Dispositions by faculty and staff. These dispositions have been identified as essential for a
highly-qualified professional. Instructors and program directors will work with candidates rated as
“unacceptable” in one or more stated criteria. The candidate will have an opportunity to develop a plan to
remediate any digressions.

Academic Integrity:
Students enrolled in this course are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington’s tradition of academic integrity, a tradition
that values hard work and honest effort in the pursuit of academic excellence.
I promise that I will submit only work that I personally create or contribute to group
collaborations, and I will appropriately reference any work from other sources. I will follow
the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code as they see fit in their courses,
including (but not limited to) having students acknowledge the honor code as part of an examination
or requiring students to incorporate the honor code into any work submitted. Per UT System Regents’
Rule 50101, §2.2, suspected violations of university’s standards for academic integrity (including the
Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in
accordance with University policy, which may result in the student’s suspension or expulsion from
the University.

Student Support Services
UT Arlington provides a variety of resources and programs designed to help students develop academic
skills, deal with personal situations, and better understand concepts and information related to their
courses. Resources include tutoring, major-based learning centers, developmental education, advising and
mentoring, personal counseling, and federally funded programs. For individualized referrals, students
may visit the reception desk at University College (Ransom Hall), call the Maverick Resource Hotline at
817-272-6107, send a message to resources@uta.edu, or view the information at www.uta.edu/resources.

Student Feedback Survey
At the end of each term, students enrolled in classes categorized as “lecture,” “seminar,” or “laboratory”
shall be directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the
SFS for this course will be sent directly to each student through MavMail approximately 10 days before
the end of the term. Each student’s feedback enters the SFS database anonymously and is aggregated with
that of other students enrolled in the course. UT Arlington’s effort to solicit, gather, tabulate, and publish
student feedback is required by state law; students are strongly urged to participate. For more information,
visit http://www.uta.edu/sfs.
Education Subject Guide
Need help defining your research topic? Not sure where to find articles? How do I cite in APA? Try the Education Subject Guide, http://libguides.uta.edu/edad. For further help, contact the Education Librarian Andy Herzog (amherzog@uta.edu).

Emergency Exit Procedures
Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located in the front or back of the hallway. When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist handicapped individuals.

Guidelines for Submitting Assignments
Written work is due in my email inbox by midnight on the due date, and all file names must include your last name. All assignments should include a cover sheet with your name, a title, and the date of submission. Assignments should be submitted on 8.5”x11” white paper, 11 or 12 point font of Times New Roman only. Papers should have correct APA (6th Ed.) cover pages, citations, reference lists, headings, and subheadings. Although we will conduct a peer review, you are strongly encouraged to ask a colleague to review your paper for grammatical or spelling errors. All late assignments will be lowered half a letter grade for every day they are late (e.g., from B+ to B for one day late).

Course Assignments
1. Participation – 10 points (Ongoing)
Class participation is instrumental to your learning and development, and active engagement is expected for graduate students. Each student is expected to read all of the required assignments, reflect and critique the researcher’s work, and engage in small and large group activities and discussions. While I welcome a wide variety of perspectives and experiences, I expect class contributions to not demean a person or groups of people. In order to promote a safe space and supportive learning environment, students are expected to approach the course content, instructor, and one another with civility and respect.

I understand students learn differently and may demonstrate participation in a variety of ways. I encourage you to challenge yourself to participate in new ways to foster new methods of learning. The entire class benefits when students read and analyze the course materials and then arrive prepared to actively participate in class.

2. Current Events – 10 points (Ongoing)
Each class meeting will begin with a discussion of current events in higher education. Students are responsible for reviewing the Chronicle of Higher Education, Inside Higher Education, or related national or international higher education publication and identifying a current event. Students must then find a scholarly journal article focused on the current event topic. In class, students will describe the current event they found and summarize the research findings related to the higher education trend/issue they identified. Students must select five presentation dates, which include: January 22, January 29, February 5, February 19, February 26, March 5, March 19, March 26, April 9, April 16.

3. Personal Project on Higher Education Issue – 20 points (April 23rd)
Each student must complete two of the following assignments:
   A. Event – Attend a higher education professional development event or training session and write a two-page reflection on your experience and what you learned from the event.
   B. Informational Interview – Interview one higher education professional, faculty member, or external agency administrator to gain their perspective on current higher education issues. Interviews should also inquire into how the individual’s program or department is responding to

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these emerging trends. The interview should last approximately 20 minutes. Write a two-page summary paper of the interview.

C. Book Review – Select and read a higher education book (with my approval) and write a two-page review of the book. For more information on writing a book review, visit https://owl.english.purdue.edu/owl/resource/704/01/.

D. Social Media – We have speakers scheduled throughout the course, and this personal project option provides you with an opportunity to use social media to highlight their presentations. You will live tweet their presentation and write at least 10 postings for Facebook or Twitter with the hashtag #utahigheredtrends.

4. Group Presentation – 30 points (TBD)
Each group will identify and present on a higher education trend or issue. You will be graded on: (a) your preparedness, (b) subject comprehension, (c) content knowledge, (d) the implementation of an exercise or activity that allows students to reflect and apply new knowledge, (e) the provision of a handout that summarizes the content of the presentation and includes complete APA citations for references used, and (f) partner evaluation. Each presentation will last approximately 30 minutes. All group members are expected to share equally in the work and the presentation.

Presentation and PowerPoint - Groups are encouraged to develop creative, engaging, and interactive presentations that do not solely rely on PowerPoint. When PowerPoint is necessary, slides should not be overly filled or void of text. Presenters should use PowerPoint slides with appropriate text fonts (14pt-22pt) to introduce talking points and avoid reading the text verbatim. In addition, groups should avoid slides that are simply black text with white backgrounds. Other forms of media (e.g., YouTube, newspaper articles, interviews, or iTunes) are highly encouraged to present and discuss the selected chapter.

Group Assignments - Groups must utilize information beyond that presented in the course’s required readings, including, other refereed sources. Group presentation dates include:
- March 5 (Week 8): Student Populations
- March 26 (Week 11): Academic Community
- April 9 (Week 13): Higher Education in the Digital Age

Evaluations – Partners submit an evaluation of each other’s work. Remember to provide constructive feedback to foster learning and development of your peers. Once I have received the partner evaluations, I will compile the feedback, include my comments, and forward the evaluations to the presenters. I will weigh your comments with my own in assigning grades. Grades will also be assigned once all of the presentations are complete.

5. Issue Paper – 30 points (May 7th)
Each student will submit an argument paper on a current higher education issue or trend. Paper should include the following components: 1.) A thorough background of the higher education issue; 2. Statement of the issue and your position (for or against); 3.) Three research based arguments to support your position; 4.) Recommendations for higher education administrators, and 5) Conclusion and reflection on what you learned. The final paper must be at least 10 pages, excluding the cover page and references.

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>Anything lower</td>
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### Spring 2014 Schedule

<table>
<thead>
<tr>
<th>Class No.</th>
<th>Meeting Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>January 15</td>
<td>Welcome and Course Overview</td>
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<tr>
<td>2</td>
<td>January 22</td>
<td>The Context of Higher Education</td>
<td>Altbach, Berdahl, &amp; Gumport (ABG): Introduction, Chapters 2 &amp; 5</td>
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<tr>
<td>3</td>
<td>January 29</td>
<td>External Forces: Federal and State Governments, Legal Environment, and External Constituencies</td>
<td>ABG: Chapters 6-9</td>
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<td></td>
<td></td>
<td>Guest Speaker (Invited): Ms. Mirna Gonzalez, Assoc. VP Budget &amp; Public Policy, UT Arlington</td>
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<tr>
<td>4</td>
<td>February 5</td>
<td>Exploring Minority Serving Institutions: HBCUs, HSIs, TCUs, AANAPISI</td>
<td>Li, Characteristics of MSIs (BB)</td>
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<td></td>
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<td>Guest Speaker: Mr. Rob Shorette, Presidential Ombudsman, Alcorn State University</td>
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<tr>
<td>5</td>
<td>February 12</td>
<td>Writing/Interviewing Day</td>
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<td>6</td>
<td>February 19</td>
<td>Campus Safety</td>
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<td>Guest Speaker: Assistant Chief Ricardo Gomez, UTAPD</td>
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<td>7</td>
<td>February 26</td>
<td>Campus Life: Student Populations</td>
<td>ABG: Chapters 11, 18</td>
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<td>Guest Speakers: Ms. Chaunte White, Center for African American Studies</td>
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<td>Dr. Christian Zlollniski, Center for Mexican American Studies (Invited)</td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Guest Speaker(s)</td>
<td>Reading Material</td>
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<td>8</td>
<td>March 5</td>
<td>Campus Life: Student Populations</td>
<td>Class Presentation #1 Levine &amp; Dean: Chapter 3,4 (BB)</td>
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<td>Guest Speaker (Invited): Ms. Lisa Thompson, UT Arlington, Veterans Upward Bound</td>
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<td>9</td>
<td>March 12</td>
<td>Spring Break</td>
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<td>10</td>
<td>March 19</td>
<td>Globalization of Higher Education</td>
<td>Altbach &amp; Knight Article Wildavsky: Intro, Chapter 1 (Both on BB)</td>
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<td>Guest Speaker(s): Dr. Leaf Zhang, Assistant Professor, UT Arlington</td>
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<td>Mr. Throy Campbell, Graduate Research Assistant, UT Arlington</td>
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<td>11</td>
<td>March 26</td>
<td>Academic Community: The Professoriate</td>
<td>Class Presentation #2 ABG: Chapters 4, 10, &amp; 16</td>
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<tr>
<td>12</td>
<td>April 2</td>
<td>Writing/Interviewing Day</td>
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<tr>
<td>13</td>
<td>April 9</td>
<td>Higher Education in the Digital Age</td>
<td>Class Presentation #3 ABG: Chapter 14 Levine &amp; Dean: Chapter 2 (BB)</td>
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<td>Guest Speaker (Invited): Center for Distance Education</td>
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<tr>
<td>14</td>
<td>April 16</td>
<td>The Future of Higher Education</td>
<td>Levine &amp; Dean: Chapter 8 (BB)</td>
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<tr>
<td>15</td>
<td>April 23</td>
<td>Individual Paper and Project Presentations</td>
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<tr>
<td>16</td>
<td>April 30</td>
<td>Class Wrap-Up</td>
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*Final Paper Due: Wednesday, May 7th by midnight (CST) to my email inbox.*