EDAD 5357: Trends and Issues in Higher Education  
Summer 2015

Instructor Information:

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Fax: 817-272-2109  
Office Hours: By appointment.

Course Information:

Course Title: Trends and Issues in Higher Education  
Course Number: EDAD 5357  
Semester: Summer 2015  
Course Location and Time: TH 119 (location may change); Thursdays 5-7:50pm

Requirements: This course will extensively use Blackboard for online activities and discussions in which students are expected to actively participate. In addition, students must attend the classes scheduled on campus.

Catalog Description

This course explores both historical and contemporary trends and issues associated with policy and leadership in higher education institutions. The course is intended to generate greater understanding of contemporary issues influencing the American higher education that will be discussed from a broad global perspective.

Course Prerequisites:

No prerequisites. Students must be formally admitted into the Master of Education, Higher Education Administration Emphasis program.
Student Learning Outcomes:

The main goal of the course is to prepare students to reflect on relevant contemporary educational issues in higher education. Through diverse and critical readings, we will explore issues such as college access and equity, higher education finances, autonomy and accountability, etc. At the end of the course you will be able to:

- Describe historical and contemporary trends associated with institutions and their administrators in higher education
- Explain critical issues higher education institutions and their leaders/administrators are faced with
- Engage in dialogues to understand the institutional, economic, social and political contexts of higher education
- Discuss and describe current trends and issues from relevant research articles and other sources in higher education
- Reflect on research analyses that focus on American and international higher education issues.

Course learning objectives will provide the tool for examining trends and issues in higher education, and explore policy in relation to research areas of interests. The course will prepare the students to identify and discuss current educational issues of concern to American higher education, with a particular focus on the research university, and reflect on the policy and practice implications of their own research interests.

Textbook(s) and Materials:

Required Text (RT)


The textbook will be used as a central material for class discussion. Other resources will be made available, and students will be expected to search for various references to complete their assignments.

Other course materials


Recommendations for Current Events Readings.


Reference list


<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Weekly topic</th>
<th>Assignments</th>
<th>Readings</th>
<th>Online activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tentative lecture/topic schedule:</strong></td>
<td></td>
<td>Book</td>
<td>Reference list (BB*)- only some articles will be selected</td>
<td></td>
</tr>
<tr>
<td><strong>Week 1: June 11 (CAMPUS)</strong></td>
<td>Course introduction, review of syllabus and assignments; Discussion of student-identified contemporary issues in HIED</td>
<td>Discuss assignments; RL list</td>
<td>Ch 1, 2</td>
<td></td>
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<tr>
<td><strong>Week 2: June 18 (ONLINE)</strong></td>
<td>1. Academic community - Students: Access, Retention, Completion, Diversity, Affordability, Finances</td>
<td>RL (3)</td>
<td>Ch 10, 12, 14 Callan; Jennings; Merisotis; Oliva; Saunders; Finney; Jung; Perna; Perry; Reindl; Sissoko; Titus</td>
<td><strong>June 12-June 24:</strong> RL (3 students) Discussion readings (all)</td>
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<tr>
<td><strong>Week 3: June 25 (CAMPUS)</strong></td>
<td><strong>- Class discussion:</strong> Current events &amp; Academic community - Students - Plan Written proposal (WP)</td>
<td>CE (all)</td>
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<td></td>
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<tr>
<td><strong>Week 4: July 2 (ONLINE)</strong></td>
<td>2. Academic community - Faculty; Graduate students 3. Curriculum; Learning &amp; research; Assessment; Student outcomes 4. Campus leadership; Autonomy &amp; accountability</td>
<td>RL (4)</td>
<td>Ch 4&amp;9 Boyer; Shapiro; Thomas Ch 13&amp;15 Renn</td>
<td><strong>June 26-July 15</strong> RL (4 students) Discussion readings (all)</td>
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<td><strong>Week 5: July 9 (ONLINE)</strong></td>
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<td>WP (DUE July 12)</td>
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<tr>
<td><strong>Week 6: July 16 (CAMPUS)</strong></td>
<td><strong>- Class discussion:</strong> Current events &amp; Academic community - Faculty, Administration, Leadership - Discuss Written proposal</td>
<td>CE (all)</td>
<td>Ch 3&amp;11 Cheslock; Dowd; Hogan; Huisman</td>
<td></td>
</tr>
<tr>
<td><strong>Week 7: July 23 (ONLINE)</strong></td>
<td>5. External factors: Federal, state, legal, others 6. Markets; Diversity</td>
<td>RL (3)</td>
<td>Ch 5,6,7,8 Weerts Ch 16&amp;17 Anctil</td>
<td><strong>July 17-July 30</strong> RL (3 students) Discussion readings (all)</td>
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<td><strong>Week 8: July 30 (ONLINE)</strong></td>
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<td><strong>Week 9: August 6 (CAMPUS)</strong></td>
<td><strong>- Class discussion:</strong> Global issues - Presentations</td>
<td>Adelman; Rothblatt</td>
<td></td>
<td>Discuss final paper</td>
</tr>
<tr>
<td><strong>Week 10: August 13 (CAMPUS)</strong></td>
<td><strong>- Presentations</strong> - Course evaluation</td>
<td>Final paper for grading (August 16)</td>
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<td>Discuss final paper</td>
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</tbody>
</table>

Abbreviations: Current events (CE); Readings leader (RL); Written proposal (WP)
Grade Calculation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of final grade</th>
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</thead>
<tbody>
<tr>
<td>Attendance/Participation in class/online discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Current events (2) -- Weeks 3 (June 25) and 6 (July 16)</td>
<td>10%</td>
</tr>
<tr>
<td>Readings leaders (1) -- Weeks 2-8 (June 12-July 30)</td>
<td>20%</td>
</tr>
<tr>
<td>Final research paper (3000-3500w, August 16)</td>
<td>40%</td>
</tr>
<tr>
<td>Written proposal (1-2 pages, July 12); mandatory, not graded</td>
<td>0%</td>
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<tr>
<td>Individual presentation -- Weeks 9/10</td>
<td>10%</td>
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At the end of the semester you will be given an opportunity to evaluate course contents and the quality of instruction provided.

Major Assignments:

1. Attendance/Participation in class/online discussions – 20 points (10 weeks x 2 points)

This course will be run as a (small) professional community, and you are expected to attend all scheduled classes and to actively participate in online discussions starting from first week of the course. All students will have access to Blackboard where course materials will be uploaded and various discussion forums will be open to post/discuss Course readings and other topics. There will be 5 class meetings and the students will have to attend all of them, and you are expected to be ‘present’ online during the term.

2. Current Events (CE) Assignment (individual assignment) – 10 points (2 x 5 points)

During two on-campus classes (June 25 and July 15), we will begin the class with a discussion of current events in higher education. All students are encouraged to keep their eyes open for media coverage on relevant Higher Education topics. Each student will be responsible to bring ONE article from a national or international higher education magazine or any other periodical/newspaper for discussion in each of these TWO classes. You should have a sufficient number of copies of the articles to hand out to the other class members (sharing is ok) and be prepared to briefly introduce and discuss the event in class (~ 5-10 minutes each).

3. Readings Leader (RL) Assignment– 20 points

This is an online assignment, somehow similar to ‘Current events’, however more structured and using the textbook chapter and some articles. As detailed in the schedule of classes, groups of students will be responsible for leading discussion or designing and delivering an online activity based on the assigned readings. The Reading leader will provide a reflective summary of the readings, and pose questions or propose activities to promote reflective discovery for the class. All students must be active, supportive and appreciative of the effort and initiative of the Reading Leader(s). This is your opportunity to let me and your colleagues know that you have read the material and recognize ways in which it conflicts or agrees with your assumptions about the current issues in higher education. There is no standard format for this online assignment. There will be 7 RL weeks over 3 periods of time (see schedule). In the first class, we will distribute the work and know the group of students leading readings during each period. For each RL, I will open a separate forum on Blackboard. Each student is expected to lead the class ONCE during the term. During the on-campus meetings we will discuss as a group some issues revealed and debated online.

4. Research paper (individual assignment) – 40 points

Students will write a 10-12 page (3000-3500w, typed, double-spaced) research paper (including references) on a higher education issue of current relevance. Topics must be discussed with the instructor and approved in advance, based on preliminary description of the proposed topic and a short bibliography of key references (at least 5 citations beyond any listed in class syllabus) that will be used in preparing the paper. The written proposal (1-2 pages, including references), DUE July 12 will be emailed to the instructor. You can select a topic discussed during the course or choose an issue that has relevance to your practice.
The **final paper** should offer at least two perspectives on the issue and have references to support these positions. Each paper should be organized in the format outlined below. The numbers in parentheses represent the maximum point value for each portion of the assignment. Each paper should be prepared as a Word document, and submitted by email.

- Background or context of the issue followed by the problem statement: 500w (8 points)
- Delineation of two of the opposing (or complementary) perspectives surrounding the issue and the current status of debate: 2000w (20 points)
- Conclusion, recommendations, implications for research, policy, practice: 500w (8 points)
- References must extend beyond those read for the class, but you may include those materials as well (3 points)
- APA style (1 points)

The paper will be evaluated based on the coherence of the argument, the thoroughness of the research, and the clarity of the writing.

**5. Presentation – 10 points**

Finally, a Power Point should be prepared to support a 15-20 minutes presentation of the issues explored in your research paper. All students will ask questions and contribute to the discussion.

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**Email Communication:**

UTA e-mail will be considered the official means of communication between the university and students. Utilize your UTA e-mail for all communications. You are responsible if you do not receive information because you do not regularly check your UTA email.

**Attendance Policy:** Regular and prompt attendance is expected. As doctoral students, you understand the importance of participation in class discussion, including participation in Blackboard activities which continue the discussion of topics covered in class. When you miss taking part in these discussions, we lose out on hearing your ideas and you miss out on hearing ours.

**Grading Policy:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
</tr>
<tr>
<td>B</td>
<td>80-89</td>
</tr>
<tr>
<td>C</td>
<td>70-79</td>
</tr>
<tr>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

**Course Late-Work Policy:** If you are unable to submit a paper the evening it is due, your paper will receive a 1-point deduction every day it is late. Please contact the instructor to discuss any issue related to your assignment’s submission.

**Drop Policy:** Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships [here](http://wweb.uta.edu/ses/fao).

**Americans with Disabilities Act:** 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 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](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

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

*I promise, 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 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.*

**Instructors** 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. During Final Review Week, an instructor shall not give any examina
tions. During this week, classes are strongly urged to participate. For more information, visit [http://www.uta.edu/sfs](http://www.uta.edu/sfs) or view the information at [www.uta.edu/resources](http://www.uta.edu/resources).

**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 visit the Maverick Resource Hotline at [http://www.uta.edu/oit/cs/email/mavmail.php](http://www.uta.edu/oit/cs/email/mavmail.php).

**Electronic 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](http://www.uta.edu/oit/cs/email/mavmail.php).

**Student Feedback Survey**: At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a 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](http://www.uta.edu/sfs).

**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.

**Librarian to Contact**: Our research librarian is Gretchen Trkay, MLS Director of User Experience Central Library, Rm. 516 University of Texas at Arlington gtrkay@uta.edu [http://www.uta.edu/library/staff/trkay-gretchen.php](http://www.uta.edu/library/staff/trkay-gretchen.php) 817.272.7434

**University Mission**:

*The mission of The University of Texas at Arlington is to pursue knowledge, truth and excellence in a student-centered academic community characterized by shared values, unity of purpose, diversity of opinion, mutual respect and social responsibility. The University is committed to lifelong learning through its academic and continuing education programs, to discovering new knowledge through research and to enhancing its position as a comprehensive educational institution with bachelor’s, master’s, doctoral and non-degree continuing education programs.*
College Mission:

The mission of the UTA College of Education is to develop and deliver educational programs that ensure the highest levels of teacher, administrator, and allied health science practitioner preparation and performance. As a recognized contributor to the fields of education and allied health science, the College engages in effective teaching, quality research, and meaningful service. The College is committed to diversity and to the advancement of active teaching and learning in all educational environments and at all levels.

Core Values:
Excellence | Student-Centered Environments,
Research | Collaboration
Diversity | Technology
Field Experiences | Life-Long Learning

Conceptual Framework:

The work of the College of Education is grounded in constructivism as a theory of teaching and learning and is done in a spirit of expectation that all involved in the College of Education, whether candidate, faculty or administrator, will hold the following as important: Excellence, Student-Centered Environments, Research, Collaboration, Diversity, Technology, Field Experiences and Life-Long Learning.

Partners for the Future serves as the theme of the College of Education and epitomizes the understanding that it takes a village of partners to insure the future of education for all.

In 2011, the Library migrated its website to the University's content management system. As a result the Library's website address changed from http://library.uta.edu to http://www.uta.edu/library. Although the library staff instituted a series of automatic redirects, many syllabuses and online courses have deep links into the Library's website that will no longer work.

Unfortunately a simple "find & replace" function won't solve the problem of updating these links. Instructors will need to manually locate the places in each syllabus and course webpage where they link to the Library and update the URLs (as they appear on the new site). If you need help doing this, both Center for Distance Education staff and the Subject Librarian for your area can help you.

This is a page where we have gathered many commonly used resources needed by students in online courses:

http://www.uta.edu/library/services/distance.php

The following is a list of commonly used library resources:

Library Home Page..........................http://www.uta.edu/library
Subject Guides ................................http://libguides.uta.edu
Subject Librarians..............................http://www-test.uta.edu/library/help/subject-librarians.php
Database List........................................http://www-test.uta.edu/library/databases/index.php
Course Reserves.................................http://pulse.uta.edu/vwebv/enterCourseReserve.do
Library Catalog ..................................http://discover.uta.edu/
E-Journals.........................................http://utalink.uta.edu:9003/UTAlink/az
Library Tutorials...............................http://www.uta.edu/library/help/tutorials.php
Connecting from Off-Campus...............http://libguides.uta.edu/offcampus
Ask A Librarian ..................................http://ask.uta.edu

Finally, the subject librarian for your area can work with you to build a customized course page to support your class if you wish. For examples, visit http://libguides.uta.edu/os and http://libguides.uta.edu/policyissues. If you have any questions, please feel free to contact the Coordinator for Information Services, Suzanne Beckett, at sbeckett@uta.edu or at 817.272.0923.