Educational Leadership and Policy Studies

College of Education

EDAD 5357: Trends and Issues in Higher Education Fall 2016

Instructor Information:

Instructor: Dr. Maria Trache
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Phone: 817-272-2109
Fax: 817-272-2127
Mailbox: 19575

Office Hours: By appointment.

Course Information:

Course Title: Trends and Issues in Higher Education
Course Number: EDAD 5357
Semester: Fall 2016
Course Location and Time: TH119; Mondays 5:30-8:20pm

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 (will be uploaded by the instructor on Blackboard - Course Materials folder)**


* Renn, K. A. & Lunceford, C. J. (2004). Because the numbers matter: Transforming postsecondary education data on student race and ethnicity to meet the challenges of a changing nation. Educational Policy18, 752-783.


## Tentative lecture/topic schedule:

<table>
<thead>
<tr>
<th>Week/Date</th>
<th>Weekly topic</th>
<th>Assignments</th>
<th>Readings</th>
<th>Class</th>
<th>Online (in-between classes; if needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1:</td>
<td>Course introduction, review of syllabus and assignments; Discussion of student-identified contemporary issues in HIED</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>August 29</td>
<td></td>
<td>Ch 1, 2</td>
<td></td>
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<tr>
<td></td>
<td>(quick read)</td>
<td>Reference list (BB*) - some will be selected</td>
<td></td>
<td>RL list ELPS events (Research Day; ELPS-HE Professionals)</td>
<td></td>
</tr>
<tr>
<td>Week 2:</td>
<td>NO CLASS LABOR DAY</td>
<td></td>
<td></td>
<td></td>
<td>Finalize RL list Start forums</td>
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<tr>
<td>Sept 5</td>
<td></td>
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</tr>
<tr>
<td>Week 3:</td>
<td>Academic community - Students; Access, Retention, Completion</td>
<td>Ch10</td>
<td></td>
<td></td>
<td>Discussion readings -TBD</td>
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<tr>
<td>Sept 12</td>
<td></td>
<td>Reference list</td>
<td></td>
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<tr>
<td>Week 4:</td>
<td>NO CLASS on campus - ONLINE</td>
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<td></td>
<td>Discussion WP</td>
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<tr>
<td>Sept 19</td>
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<tr>
<td>Week 5:</td>
<td>Academic community - Students; Diversity, Affordability, Finances</td>
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<tr>
<td>Sept 26</td>
<td></td>
<td>Reference list</td>
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<tr>
<td>Week 6:</td>
<td>Academic community - Faculty; Graduate students</td>
<td>Ch 4, 9,14</td>
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<tr>
<td>Oct 3</td>
<td></td>
<td>Reference list</td>
<td></td>
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<tr>
<td>Week 7:</td>
<td>NO CLASS Independent work/ discuss with instructor</td>
<td>Start prep Written proposal</td>
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<td></td>
<td>Discussion WP</td>
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<tr>
<td>Oct 10</td>
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<tr>
<td>Week 8:</td>
<td>Curriculum; Learning &amp; research; Assessment; Student outcomes</td>
<td>Ch 13,15</td>
<td></td>
<td></td>
<td>Discussion WP</td>
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<tr>
<td>Oct 17</td>
<td></td>
<td>Reference list</td>
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<tr>
<td>Week 9:</td>
<td>Campus leadership; Autonomy &amp; accountability; Finances</td>
<td>WP (1-2p) due Oct 31</td>
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<td></td>
<td>Discussion WP</td>
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<tr>
<td>Oct 24</td>
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<td>Reference list</td>
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<tr>
<td>Week 10:</td>
<td>NO CLASS Independent work</td>
<td>Start to work on Final paper</td>
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<td>Disc final paper</td>
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<td>Oct 31</td>
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<tr>
<td>Week 11:</td>
<td>External factors: Federal, state, legal, others</td>
<td>Ch 5,6,7,8</td>
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<td></td>
<td>Disc final paper and presentation</td>
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<tr>
<td>Nov 7</td>
<td></td>
<td>Reference list</td>
<td></td>
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<tr>
<td>Week 12:</td>
<td>Markets; Diversity; Global issues</td>
<td>Ch 16,17</td>
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<td></td>
<td>Disc final paper and presentation</td>
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<tr>
<td>Nov 14</td>
<td></td>
<td>Reference list</td>
<td></td>
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<tr>
<td>Week 13:</td>
<td>NO CLASS Independent work</td>
<td>Work on Final paper and presentations</td>
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<td>Disc final paper and presentation</td>
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<tr>
<td>Nov 21</td>
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<tr>
<td>Week 14:</td>
<td>Paper presentations</td>
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<td>Nov 28</td>
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<tr>
<td>Week 15:</td>
<td>Paper presentations</td>
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<td>Dec 5</td>
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<td>Final paper due Dec 10 (non-negotiable)</td>
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</tbody>
</table>

RL= Readings leader; CE=Current events; WP= Written proposal
Grade Calculation:

<table>
<thead>
<tr>
<th>Activity</th>
<th>% of final grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance/Participation in class/online discussions</td>
<td>20%</td>
</tr>
<tr>
<td>Current events (1)</td>
<td>10%</td>
</tr>
<tr>
<td>Readings leaders (1)</td>
<td>20%</td>
</tr>
<tr>
<td>Final research paper (3000-3500w) (DECEMBER 10)</td>
<td>40%</td>
</tr>
<tr>
<td>Written proposal (mandatory, not graded, OCTOBER 31)</td>
<td></td>
</tr>
<tr>
<td>Individual presentation</td>
<td>10%</td>
</tr>
</tbody>
</table>

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

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 (e.g., current events forum) will be open to post/discuss various issues. There will be 10 class meetings and the students will have to attend all of them, and you are expected to be ‘present’ online during the term to download course materials and/or participate in forums.

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

During SEVEN on-campus classes, we will begin the class with a discussion of current events in higher education. Students are encouraged to keep their eyes open for media coverage on relevant Higher Education topics and share ONE current event during the semester. We can discuss no more than 2-3 current events during each class. Each student will be responsible to bring an article from a national or international higher education magazine or any other periodical/newspaper for class discussion. 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 (~10 minutes) and then discuss the event in class. Overall, the CE discussion will be less than one hour.

3. Readings Leader (RL) Assignment (group assignment) – 20 points

This is a class 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 2-3 students will be responsible for leading discussion or designing and delivering an activity based on the assigned readings. The Reading leaders 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 assignment, so you can be creative. There will be SEVEN Reading Leader weeks. In the first class, we will distribute the work and know the group of students leading readings during each period. Each student is expected to lead the class ONCE during the term.

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 OCTOBER 31, 2016 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 no later than DECEMBER 10, 2016.

- 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 10-15 minutes presentation of the issues explored in your research paper. All students will ask questions and contribute to the discussion. The presentations will be done during the last TWO classes at the end of the semester.

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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.

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit http://www.uta.edu/news/info/campus-carry/

Attendance Policy: As graduate students, you understand the importance of participation in class discussion through Blackboard activities. Regular and prompt participation is expected. When you miss taking part in these discussions, we miss out your ideas and you miss out hearing ours.

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.

Grading Policy:
- A = 90-100
- B = 80-89
- C = 70-79
- D = 60-69
- F = 0-59

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 (http://wweb.uta.edu/aaao/fao/).

**Disability Accommodations:** UT 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), The Americans with Disabilities Amendments Act (ADAAA), and Section 504 of the Rehabilitation Act. 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 disability. Students are responsible for providing the instructor with official notification in the form of a letter certified by the **Office for Students with Disabilities (OSD).** Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD) [www.uta.edu/disability](http://www.uta.edu/disability) or calling 817-272-3364.**

**Counseling and Psychological Services, (CAPS) [www.uta.edu/caps/](http://www.uta.edu/caps/) or calling 817-272-3671.**

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.

**Non-Discrimination Policy:** *The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit [uta.edu/eos](http://uta.edu/eos).***

**Title IX Policy:** The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. *For information regarding Title IX, visit [www.uta.edu/titleIX](http://www.uta.edu/titleIX) or contact Ms. Jean Hood, Vice President and Title IX Coordinator at (817) 272-7091 or jmhood@uta.edu.*

**Academic Integrity:** Students enrolled all UT Arlington courses 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 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.

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.

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. 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 individuals with disabilities. Evacuation plans may be found at http://www.uta.edu/campus-ops/ehs/fire/Evac_Maps_Buildings.php, Emergency/Fire Evacuation Procedures (http://www.uta.edu/police/Evacuation Procedures.pdf).

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 http://www.uta.edu/universitycollege/resources/index.php

The English Writing Center (411LIBR): Hours are 9 am to 8 pm Mondays-Thursdays, 9 am to 3 pm Fridays and Noon to 5 pm Saturdays and Sundays. Walk In Quick Hits sessions during all open hours Mon-Thurs. Register and make appointments online at http://uta.mywconline.com. Classroom Visits, Workshops, and advanced services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information.

Librarian to Contact: Our research librarian is Gretchen Trkay (http://library.uta.edu/staff/gretchen-trkay)
Reference/Instruction Librarian
Central Library, Rm. 516, University of Texas at Arlington
gtrkay@uta.edu 817-272-7434

<table>
<thead>
<tr>
<th>Emergency Phone Numbers:</th>
<th>In case of an on-campus emergency, call the UT Arlington Police Department at 817-272-3003 (non-campus phone), 2-3003 (campus phone). You may also dial 911. Non-emergency number 817-272-3381</th>
</tr>
</thead>
</table>

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
- 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.