

# HIED 5361: CONTEMPORARY ISSUES IN HIGHER EDUCATION SPRING, 2018

# College of Education, Department of Educational Leadership

**Instructor:** Dr. Nara Martirosyan

TEC 327H

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Office hours: Online and by appointment.

Class Format: Online; Synchronous sessions will be arranged and required.

Class day and time: Online

Class location: Online using Blackboard Course Management System

**Course Description:** This course provides the learner with knowledge of contemporary issues in higher education. This will include information concerning the current generation of college students and how they develop while they are in college. Additionally, the impact of technology on students, faculty, and society will be examined. Candidates will demonstrate an understanding of the theoretical basis for key issues facing higher education in a rapidly changing society. Credit 3.

#### **Required Textbook:**

#### Required:

Bestedo, M. N., Altbach, P. G., & Gumport, P. J. (Eds.). (2016). *American higher education in the twenty-first century: Social, political, and economic challenges* (4<sup>th</sup> ed.). Baltimore, MD: The Johns Hopkins University Press. Book Order Information: https://jhupbooks.press.jhu.edu/content/american-higher-education-twenty-first-century

**Learning Objectives:** At the end of this course, students will be able to:

- Identify current critical issues in higher education in the areas of personnel, finance, technology, law and policy, and diversity.
- Demonstrate proficiency in researching issues in higher education through a variety of sources.
- Analyze current issues in higher education and create workable solutions.
- Evaluate internal and external forces shaping issues in high education.

**IDEA Objectives:** The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential: Learning fundamental principles, generalizations, and theories.

**Important**: Learning to apply course material to improve thinking, problem solving, and decisions.



# Course/Instructor Requirements:

- All assignments should be prepared in APA 6<sup>th</sup> Edition format. All outside ideas and work developed by another author must be cited, otherwise you are likely engaging in plagiarism. Plagiarism will result in a zero grade, and may have other implications as mentioned in the academic dishonesty policy. Please take this seriously.
- All assignments should be submitted by the due date/time indicated in the Course Schedule document. Late assignments and anything submitted through e-mail (unless specifically requested) will not be accepted. Technical difficulties are not generally an excuse for late assignments, and students are advised to keep additional copies of assignments in case of technological failure.
- Students' written work will be evaluated 75% on content (i.e., addresses issue, answers question, depth, detail, logic, analysis, facts) and 25% on mechanics (i.e., APA style, clarity of writing, grammar, punctuation, syntax, spelling). Evaluation of participation in asynchronous discussions will be based on the content of students' comments, the questions they raise and their responses to the questions or comments of other discussants. To receive full credit for participating in a discussion, the student must make a minimum number of substantive contributions to the discussion as specified in Discussion Forum Guidelines available on Course Website in Blackboard.
- Synchronous sessions may be scheduled during the course to assist student with class requirements. Advanced warning of these meetings and additional information regarding content and purpose will be provided. Zoom will be used for synchronous sessions.
- The instructor reserves the right to make minor changes in the assignments as the course progresses. If such changes become necessary, students will be notified via the course Bb announcement section.
- The best way to reach the instructor is through e-mail. During the work week, you can expect responses to your e-mail messages within 24 hours of sending. The instructor doesn't typically check e-mail over the weekend, so please do not expect responses on Saturday or Sunday. Plan ahead by reviewing assignments and asking questions before the weekend they are due.

# **Course Outline**

#### Assignments

# Weekly Assignments/Discussions

About once each week, we will cover a new topic. There will be assignments relevant to the topic and often that will include a text-based discussion on the course platform. **Discussion Forum guidelines are posted under the Course Information section of Bb**. Although discussion forums will occur asynchronously, they will be comparable to the discussions that might take place in a traditional classroom.

#### **Mid-Term Assignment**

At the beginning of the semester, the instructor will post a list of potential issues/topics to consider for your mid-term paper. You may also suggest a topic however; the topic must be approved by the professor before proceeding. The goal will be to research a topic, discuss relevant issues, and critically analyze the implications to higher education. Specifications for this assignment are posted on Blackboard.



# **Case Study Assignment:**

This is a two-part integrated assignment that will span the entire semester. Specifications for this assignment are posted on Blackboard. Initially, you will need to interview a college administrator (Department Head's level or higher). The goal will be to garner the opinion of this administrator about the most pressing challenges in higher education. Over the course of this two- part assignment, you will research some of the issues and propose solutions.

#### Grades

Students' grades will be calculated using the following scale:

A = 90% or above (360 or more points)

B = 80% - 89% (320 to 359 points)

C = 70% - 79% (280 to 319 points)

F = below 70% (279 or less)

Below is the summary of course assignments along with points to be awarded.

	<u>Points</u>
Introductory Activity and Final Reflection	20
Weekly Assignments	155
Mid-term Assignment	100
Personal Case Study Part I & II	125
Total	400

# Course Schedule

Week	Dates	Topic	Assignments	<b>Due Date</b>	Point Value
1	Jan. 17-	Syllabus/Course	1. Plagiarism Tutorial and	Jan. 21	10
	21	Expectations/Introductions	Test		
			2. Icebreaker Activity	Jan. 21*	10
2	Jan. 22-	The Ten Generations of	3. Research Assignment	Jan. 28	15
	28	American Higher Education (Chapter 1)			
			4. Case Study Part I	March 4	50
			Optional Online Meeting with	Jan. 23,	
			Course Instructor	5:30 CST	
3	Jan. 29-	Patterns of Higher Education	5. Discussion Board	Feb. 4*	10
	Feb. 4	Development (Ch. 7);			
		Community Colleges (Ch. 16)			
			Submission of Mid-Term	Feb 4	
			Paper Topic		
4	Feb. 5-11	Academic Freedom (Ch. 2) and	6. Discussion Board	Feb. 11*	10
		The Professoriate (Ch. 4)			
			7. Mid-Term Paper	March 18	100
5	Feb. 12-	Boards, Presidents, and Faculty	8. Research Assignment	Feb. 18	15
	18	(Ch. 6)			
6	Feb. 19-	States (Ch. 9) and the Federal	9. Discussion Board	Feb. 25*	10
	25	Government (Ch. 8)			



Week	Dates	Topic	Assignments	<b>Due Date</b>	Point Value
7	Feb. 26- March 4	The Legal Environment (Ch. 10)	Case Study Part I Due	March 4	
8	March 5-	Financing and Affordability (Ch. 11)	10. Discussion Board	March 11*	10
9	March 12-18	Spring Break	Mid-Term Paper Due	March 18	
10	March 19-25	Teaching, Learning (Ch. 14) and the Curriculum (Ch. 3)	11. Discussion Board	March 25*	10
			12. Case Study Part II	April 29	75
11	March 26-April	Changing Student Demographics (Ch. 12&13)	13. Research Assignment	April 1	15
12	April 2-8	Technology (Ch. 15)	14. Discussion Board	April 8*	10
13	April 9- 15	Effective Online Teaching (Posted Materials)	15. Discussion Board/Research Assignment	April 15	20
14	April 16- 22	Future of Higher Education	16. Discussion Board/Opinion Paper	April 22	20
15	April 23- 29	Academic Capitalism (Ch. 17);	Case Study Part II is due	April 29	
16	April 30- May 7	Course Wrap Up	17. End-of-Semester Reflection	May 6	10

<sup>\*</sup> Please review the discussion forum guidelines and the learning guide for specific due dates for your postings. The due date indicated in this document reflects the last day of the discussion.



# **University Policies**

- SHSU Academic Policy Manual-Students
  - o Procedures in Cases of Academic Dishonesty #810213
  - o Students with Disabilities #811006
  - o Student Absences on Religious Holy Days #861001
  - o Academic Grievance Procedures for Students #900823\_
- SHSU Academic Policy Manual-Curriculum and Instruction
  - o <u>Use of Telephones and Text Messages in Academic Classrooms and Facilities</u> #100728
  - o Technology during instruction: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING INSTRUCTION
  - o Technology during exams: INSTRUCTOR'S POLICY ON TECHNOLOGY USE DURING EXAMS
  - o Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES
- Any student with a disability that affects his/her academic performance should contact the Office of Services for Students with Disabilities in the SHSU Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786) to request accommodations.
- Visitors in the Classroom- Only registered students may attend class. Exceptions can be made on a case-by-case basis by the professor. In all cases, visitors must not present a disruption to the class by their attendance.



# College of Education Information

#### Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

# Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.