



## **HIED 655: ISSUES IN HIGHER EDUCATION**

**Spring 2016**

**Class: January 21 – May 12**

**Thursdays, 5:00-7:20pm**

**Location: TAMUC Education North #108 & TAMUC Downtown Dallas #312**

**Instructor:** Derek Lester, PhD

**Office Locations:**

- TAMUC, Education North #103
- TAMUC Downtown Dallas, Pacific Place, 1910 Pacific Ave, Dallas, TX

**Office Hours:**

- Tuesday, 1pm to 5pm (TAMUC Campus)
- Thursday, 2pm to 4:30pm (Downtown Dallas)
- Available by appointment: In-person, phone, and Skype

**Office Phone:** (206) 407-9904

**Office Fax:** (214) 915-1903

**University Email Address:** [Derek.Lester@tamuc.edu](mailto:Derek.Lester@tamuc.edu)

### **COURSE INFORMATION**

**Materials – Textbooks, Readings, Supplementary Readings:**

*Textbook(s) Required:*

Bok, D. (2015). *Higher education in America*. Princeton University Press.

*Publications Manual of the American Psychological Association* (6<sup>th</sup> ed.). (2010).

Washington D.C.: American Psychological Association.

*Recommended:*

Ivers, M. (2010). *Random House Guide to Good Writing*. Random House Digital, Inc.

**Course Description:**

Provides an in-depth analysis of prevalent issues unique to both community colleges and to senior institutions, as illustrated in the higher education literature. Emphasis is placed on the effects of these factors on the total institution.

### **COURSE REQUIREMENTS**

**Instructional / Methods / Activities Assessments**

**Reading Logs (On-line journals)**

- Write a two-page summary (approximately 500 words) for each assigned reading chapter.

- Post the article summaries into the Journal section of eCollege. Article summaries are posted under the Journal section because the reading and processing of ideas is a personal and contemplative experience. Each of the assigned readings deserves your time and calm, reflective thought. As doctoral students, the thoughtful processing of ideas is your main goal as you prepare to write a dissertation. Please enjoy this journaling process as you read and absorb the content.

### **Chapter Discussions**

- Each individual will lead one or more chapter discussions over the course of the semester. Chapter discussion length for the Bok text will be 40 to 45-minutes in length. Twenty to 25-minutes will outline the main points of the chapters. Reserve about 20-minutes for discussion.
- Write a one-page summary handout of a chapter's main points to be handed out during class. Make the handout 12-point, New Times Roman, double-spaced.

### **Issues White Paper**

The major assignments for this course will be two, five-page white papers that will outline a major issue within higher education. These papers will be a demonstration of several factors: in-depth content knowledge, conceptual understanding of the relationship among multiple variables of an issue, demonstration of the knowledge of the relationship among the variables as demonstrated by correct use of APA headings, and proficient writing.

The purpose of this assignment is for the student to understand a contemporary issue to depth, and to expertly demonstrate their understanding through the use of writing logic (APA headings) and flawless use of the English language to efficiently and effectively communicate an idea. These points are stressed because the lack of undergraduate and graduate students ability to do this is a major issue within higher education.

The paper format and length will be as follows:

**Issue “X” Variables/Description** section will describe as issue of higher education. Use ten to fifteen citations to identify, define, and clarify an issue. Citations may be a mix among articles that are peer-reviewed and opinion articles. Peer-reviewed articles may be research or literature reviews. Use a minimum of 5 research articles. This section should be about 2 to 2.5-pages.

**Policy/Procedure Recommendations** section will describe how one or more recommendations explained in research and/or policy/opinion article have the most merit, and detail how they are the best option to solve a major issue. Use the Pro-con-pro format to support your opinion. This section should be about 1.5-pages in length.

**How to Implement the Recommendations** section will describe how these recommendations may be specifically implemented within a specific higher education setting. This section should be about 1.5-pages in length.

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The outline for the White Papers will be as follows:

Title	Issue “X” Variables/Description
L2 Heading (Variable 1)	
L2 Heading (Variable 2)	
L2 Heading (Variable 3)	
	Policy and/or Procedure Recommendations (1.5-pages)
L2 Heading (Recommendation 1)	
L2 Heading (Recommendation 2)	
L2 Heading (Recommendation 3)	
	How to Implement the Recommendations (1.5-pages)
L2 Heading (Recommendation 1)	
L2 Heading (Recommendation 2)	
L2 Heading (Recommendation 3)	
	Conclusion
	References

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### **Attendance Policy**

Class attendance and participation is an integral part of the educational process. Students who miss class miss out on the dialectic process of exchanging ideas with the instructor and colleagues. Three absences will not affect a student’s grade. A fourth absence will result in a loss of 5% participation points.

### **Participation**

Ten-percent of the total course grade is dependent on individual students’ class participation. Every student is expected to contribute to class discussion every class period.

### **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. Secure the paper with one staple in the top left corner. No folders please.

Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment: 25% of grade
- Organization and coherence: 25% of grade
- Appropriate grammar, punctuation, spelling: 25% of grade
- Use of disciplinary format and citation style: Paper displays correct use of student’s disciplinary format and citation style (APA, 6<sup>th</sup> Edition) for papers submitted for presentation or publication (5% of grade).
- Non-cited statements within a paper will results in a loss of points in accordance with the 25% earned for APA format and citation.

### **Grading**

- White Paper 1 (30%)

- White Paper 2 (30%)
- Chapter Presentations (20%)
- Chapter Summary Journals (10%)
- Attendance/Participation (10%)

A =	4.0 = 90-100%
B =	3.0 = 80-89%
C =	2.0 = 70-79%
D =	1.0 = 65-69%
F =	0.0 = <65%

### TECHNOLOGY REQUIREMENTS

Some course assignments and internet-based research is required in this course. A computer, smart phone, or tablet with Internet access will be needed to complete some assignments. A wireless connection is available to students on campus. Computers are available for student use in the Gee Library, campus, and UCD computer labs. For more information concerning library or campus computer labs, visit <http://www.tamu-commerce.edu/library/>

### COMMUNICATION AND SUPPORT

#### **Interaction with Instructor Statement:**

Email me at [Derek.Lester@tamuc.edu](mailto:Derek.Lester@tamuc.edu). I will reply to emails within 48 hours. Use only your TAMU-Commerce email when communicating with me. I may also be reached on my cell phone: (206) 407-9904.

### COURSE AND UNIVERSITY PROCEDURES/POLICIES

#### **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. If you disagree with someone then ask them why they believe as they do, and then listen to the answer. 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.

#### **Academic Honesty**

Plagiarism within an assignment will result in a failing grade for that assignment. I expect all assignments for this course to be original works produced specifically for this course. At the instructor's discretion, if the plagiarism may have been accidental, an assignment may be redone for a maximum grade of 80% of the original total. Work produced, whether in part or in whole, from assignments for other courses will not be accepted for credit.

#### **Technology Use**

Personal use of computers, cell phones, or tablets is not permitted during the class session.

#### **Late Assignments**

An electronic or hard copy of each assignment is due at the beginning of class. Electronic copies must be emailed to my TAMU email address. Hard copies will be handed in at the beginning of class. 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) and continues to 11:59 pm. Late assignments may be turned in via email.

### **Examination Policy**

Exams are timed and closed book.

### **Religious Holidays Policy**

Reasonable accommodation will be given to students who require class absences because of religious holidays. However, the attendance policy is still in effect.

### **Writing Center**

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Also, I am available to help with the writing process during office hours and by appointment.

### **University Specific Procedures**

#### **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](mailto:StudentDisabilityServices@tamuc.edu)

### **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*).

<b>COURSE OUTLINE / CALENDAR</b>
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**COURSE SCHEDULE FOR Spring 2016**

<u>Date</u>	<u>Topic</u>	<u>Reading(s)</u>
Jan 21	<b>Intro to Course: Course Requirements Course Expectations - Discussion Literature Review Assignments White Papers APA Paper Format APA Headings Group Discussion of Proposal Topics</b>	
Jan 28	<b>Chapter One Chapter Two White Paper Project Review: APA and Issues Identification</b>	Bok Bok
Feb 4	<b>Chapter Three Chapter Four Issue: Theory and Writing</b>	Bok Bok Lester
Feb 11	<b>Chapter Five Chapter Six White Paper 1 Review – In Class</b>	Bok Bok
Feb 18	<b>NO CLASS – WRITING DAY</b>	
Feb 25	<b>Chapter Seven Chapter Eight Chapter Nine</b>	Bok Bok Bok
March 3	<b>Chapter Ten White Paper 1 Review – In Class</b>	Bok
March 10	<b><u>WHITE PAPER 1 DUE &amp; PRESENTATION</u></b>	
March 17	<b>SPRING BREAK – NO CLASS</b>	
March 24	<b>Chapter Eleven Chapter Twelve Chapter Thirteen</b>	Bok Bok Bok
March 31	<b>Chapter Fourteen White Paper 2 Review – In Class</b>	Bok
April 7	<b>Chapter Fifteen Chapter Sixteen</b>	Bok Bok

April 14                    **Chapter Seventeen**                    Bok  
                                 **White Paper 2 Review – In Class**

April 21                    NO CLASS – WRITING DAY

April 28                    **Chapter Eighteen**                    Bok  
                                 **White Paper 2 Review – In Class**

May 5                        **WHITE PAPER 2 DUE & PRESENTATIONS**

May 12                      **WHITE PAPER 2 DUE & PRESENTATIONS**