**HIED 8950: Introduction to Higher Education**

**Seminar: M.Ed.**

**Instructor Information**

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Office: Melton Student Center, Suite 3248

Office hours: By appointment

**Course Time and Location**

Wednesdays, 5:00pm – 7:50pm

Haley Center 2461

**Course Description**

This course is designed to introduce graduate students to major ideas in the study of higher education in the United States. The class will provide an overview of the organization and structure of American higher education, highlight key concepts and issues, and introduce students to main themes in the field. As such, it will help situate future coursework and studies in the program.

**Course Objectives**

By the end of the course,

* Students will form the foundation of skills necessary to succeed in graduate level courses including reading and critiquing scholarly articles, academic writing, and contributing to discussion of course readings and professional experiences.
* Students will gain exposure to key trends and current issues in the field of higher education and the interdisciplinary and applied nature of this field of study.
* Students will be able to describe the key components of facilitating organizational change with respect to student affairs, administration, and research related to colleges and universities.
* Students will be socialized into the field of higher education, including discussions of professional association, the publishing process, and involvement in institutional governance processes.
* Students will be able to plan out their respective graduate school journeys, including career exploration, course selection, and internship placements.

**Required Texts**

The following book is required. Additional material will be distributed electronically.

Bastedo, M. N., Altbach, P. G., & Gumport, P. J. (2016). *American higher education in the twenty- first century: Social, political and economic challenges* (4thed.). Baltimore, MD: The Johns Hopkins University Press.

**Course Requirements and Evaluation**

***Class Attendance & Participation – 30 points***

This course is a discussion course, not a lecture. Each student is expected to attend each class session and contribute to discussions and course activities. Student participation in class and critical engagement with course reading materials are crucial to the success of this course. Students are also encouraged to bring other readings and professional experiences to the classroom to add to our collective knowledge. Participation includes students’ own, original

contributions to the discussion and responding to students’ classmates and participating

in any group activities.

* **Discussion Leading (20 points):** Class participation also means that students will be present for class and will facilitate a discussion based on the readings from the text and/or other sources. Leading the class discussion around the readings means being prepared to summarize the content of the material, raise questions about the material and suggest how it helps us understand the content focus for that class session. It is important to look at what authors have said but perhaps have not said in their material and to suggest other perspectives or points of view, where appropriate. Every student will sign up to provide a one-page overview of a chapter in the textbook that briefly highlights key issues or themes discussed. This document should not be in APA format, but instead should demonstrate your ability to read, comprehend, and convey material in an abbreviated format that still relays the message.
* **Engagement (10 points):** All members of the course are expected to participate and be engaged in class discussions. There will be conversation each week about current events in higher education. To contribute to these discussions, students will need to stay up to date by reading higher education news sources. A complete list of sources is available under the heading “Additional Resources” later in the syllabus.

***Higher Education Trends Paper – 10 points***

Due by 5pm on September 1

Students must write a 5-page paper (double-spaced) describing what you think are the

most pressing 3-5 issues in higher education today.

***Topic Proposal – 5 points***

Due by 5pm on October 6

Students will submit a 2-page (double-spaced not including references) paper

describing the topic of their final issue paper and a preliminary list of 5 scholarly articles

(with citations) that you plan to incorporate into your final paper. The proposal should

include the following:

• Background on the issue

• Significant of the Issue

• Context of the Issue

• Discussion of Sources

***Issues in Higher Education Group Discussions (25 Points)***

Debates in class on November 10

The world of higher education is complex and dynamic, and while movement of higher education (decisions and outcomes) may appear slow at times, we understand that our industry is constantly changing, and that change often brings controversy. Higher education practitioners should be aware of these complexities and changes and able to understand and discuss the implications of them for the various constituencies. In a “quasi-debate” format, student groups will tackle important issues, gather background information, and present their arguments for the issues in class.

***Annotated Bibliography – 30 points***

Due 5pm on December 1

Students will prepare an annotated bibliography about their proposed topic. The

annotated bibliography should include information for 20-25 sources about the chosen

topic. Each annotated bibliography should include the APA citation for the source and a

short summary (no more than 1 page) of the reading that includes a summary of the

article/chapter, the strengths and weaknesses of the piece, keywords, and any notes on

future directions or research potential that occur to you in your reading. To conclude the

annotated bibliography, students will write 3 pages of discussion about what they

learned through their reading and raise suggestions for future research and practice.

30 points Class Attendance & Participation

10 points Higher Education Trends Paper

5 points Topic Proposal

25 points Reading Reflections

30 points Annotated Bibliography

100 points

**Grading Scale**

A 90-100 points

B 80-89 points

C 70-79 points

D 60-69 points

F Below 60

**Course Expectations**

**Attendance & Participation:** Students are expected to engage actively and thoughtfully in the class sessions. To fulfill the promise of a graduate course, plan to study the assigned readings prior to class, identify main themes or issues in the readings, and bring with you any questions or issues you would like to address. Informal assignments or class activities will be used to increase your involvement in the class. These activities should improve both the quality of our class discussions and the value of the readings and activities for all participants.

**Deadlines:** Assignments are due at the assigned times and dates. Work turned in after the deadline will receive minimal feedback and a lower grade.

**APA:** Unless otherwise specified, all written assignments should adhere to APA style and should be free of spelling and grammatical errors. Papers should be double-spaced, have one-inch margins, and be in twelve-point Times New Roman font. Deviations from APA style will result in a reduced grade on the assignment.

**Academic Honesty Code:** All students are expected to maintain high standards of academic integrity and adhere to both the letter and spirit of the [Academic Honesty Code](https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf). All completed assignments must be original work for this course, must consist of original analysis and writing, and must include appropriate citations of others’ ideas. All portions of the Auburn University student academic honesty code (Title XII) found in the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

**Classroom Behavior:** The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](http://www.auburn.edu/student_info/student_policies/) for details of this policy.

**Emergency Contingency:** If normal class is disrupted due to illness, emergency, or crisis (such as a COVID-19 outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

**Student Support**

**Accommodations**: Students who need accommodations should electronically submit their approved accommodations through AU Access and contact the instructor at the outset of the class so that appropriate arrangements can be made.For more information, visit: [Office of Accessibility - Auburn University](https://accessibility.auburn.edu/).

**Mental Health:** Students experiencing stress that feels unmanageable (personal or academic) during the semester may utilize Auburn University’s Student Counseling & Psychological Services. Students can schedule an appointment by calling (334) 844-5123 or by stopping by their offices on the bottom floor of Haley Center or the second floor of the Auburn University Medical Clinic. Additional information can be found at <http://wp.auburn.edu/scs>.

**Course Schedule**

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| Date  | Class Overview | Assigned Readings |
| **Session 1**8.18 | **Introduction to the Course*** Introductions: students and instructors (Your higher education journey)
* Our Questions: So why study higher education? What do we need to know about higher education and how do we need to learn it?
* Course Plan and Requirements (review of the syllabus)
 | None |
| **Session 2**8.25 | **Higher Education as a Field of Study*** Is higher education a field, a discipline, a profession, a semi-professional field, etc.? Does it matter?
* What are the key issues facing the *study* of higher education?
* Create debate groups
 | 1. Keller, G. (1985). Trees without fruit: The problem with research about higher education. *Change, 17*(1), 7–10.
2. Kezar, A. (2000). Still trees without fruit?: Higher education research at the millennium. *Review of Higher Education*, *23*, 443–468.
3. Peterson, M. W. (2000). The tyranny of success: The research-practice tension. *New Directions for Higher Education, 110*, 21–34.
4. Wells, R. S., Kolek, E. A., Williams, E. A., & Saunders, D. B. (2015). “How we know what we know”: A systematic comparison of research methods employed in higher education journals, 1996–2000 v. 2006–2010. *Journal of Higher Education, 86*, 171–198.
 |
| Session 39.1 | **Roles & Goals of Higher****Education*** What are the roles and goals of higher education?
* What is higher education: Defining the field of study
* Higher Ed Trends paper due
 | 1. Keeling, R. & Hersh, R. (2012). “Higher

education without higher learning” (Chapter 1), in *We’re Losing Our Minds: Rethinking Higher Education* (pp. 1-23). New York: MacMillan. 1. Baxter Magolda, M. B. (2004). Self-authorship as the common goal of higher education. In M.

Baxter Magolda & P. M. King, *Learning partnerships: Theories and models of practice to educate for self-authorship* (pp. 1–35). Sterling, VA: Stylus.  |

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| Session 49.8 | **The History of Higher Education*** How did we get where we are? Creating a chronology of higher education: major events, players, and changes
 | 1. Geiger, R. (CH 1 in textbook). “The ten generations of American higher education,” (pp. 3-34).
2. Thelin, J.R. (2004). “Gilt by association: Higher education’s “golden age,” 1945 to 1970” (Chapter 7), in *A History of Higher Education* (pp. 260-316). Baltimore: John Hopkins University Press.
3. Gasman, M., Nguyen, T.-H., & Conrad, C. F. (2015). Lives intertwined: A primer on the history and emergence of minority serving institutions. *Journal of Diversity in Higher Education*, 8(2), 120-138.
 |
| Session 59.15 | **The Structure of Higher****Education*** How do institutions function internally?
* Who oversees a college or university?
 | 1. Bastedo, et al.: Chapter 6: The intersecting authority of boards, presidents, and faculty (Eckel & Kezar)
2. Birnbaum, R. (1988). Problems of governance, management, and leadership in academic institutions & thinking in systems and cycles. In How colleges work: The cybernetics of academic organization and leadership (pp. 3–55). San Francisco: Jossey-Bass.
3. Duderstadt, J. J. (2004). Governing the twenty-first-century university. In W. G. Tierney Competing conceptions of academic governance: Negotiating the perfect storm (pp. 137–57). Baltimore: The Johns Hopkins University Press.
4. Ehrenberg, R.G. (2000). Who is in charge of the university? In Tuition rising: Why college costs so much (pp. 19–31). Cambridge, MA: Harvard University Press.
 |
| Session 69.22 | **Access to Higher Education*** Who’s in and who’s out: accessing higher education
 | 1. Schudde, L. & Goldrick-Rab, S. (CH 12 in textbook) “Extending opportunity, perpetuating privilege: institutional stratification amid educational expansion,” (pp. 345-374).
2. Eckel, P.D. & King, J.E. (2004). Overview of higher education in the United States: Diversity, access, and the role of the marketplace. Washington, DC: ACE.
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| Session 79.29 | **Higher Ed Finance and Financial****Aid*** Who pays for what?
 | 1. Johnston, R. (CH 11 in textbook) “Financing American higher education,” (pp. 310- 341).
2. Mumper, M., et.al. (CH 8 in textbook) “The federal government & higher education,” (pp. 212-237).
3. McGuinness, A. (CH 9 in textbook) “The states and higher education,” (pp. 238- 280).
 |
| Session 810.6 | **Higher Education Outcomes*** How do we define student success?
* What do states and communities need?
* What does industry want?
* How do we assess outcomes?

Topic proposals for bibliography due | 1. Renn, K. & Reason, R. (2021). “Student

outcomes” (Chapter 8), in *College Students in the United States* (pp. 160-187). San Francisco: Josey Bass.1. Long, B.T. (2018). “The college completion landscape: trends, challenges, and why it matters,” in *Elevating College Completion*. Washington, DC: American Enterprise Institute and Third Way Institute.
 |
| Session 910.13 | **Curriculum & Pedagogy*** What do we teach and how do people learn?
 | 1. Bastedo, M. (CH 3 in textbook) “Curriculum in higher education: the organizational dynamics of academic reform,” (pp. 60-83).
2. Arum, R. & Roska, J. (2010). “College culture and student learning” (Chapter 1), in *Academically Adrift: Limited Learning on College Campuses* (pp. 1-31). Chicago: University of Chicago Press. (Students should also watch the associated video before coming to class. Link to the video: <https://vimeo.com/21656324>)
3. Lattuca, L. R. and Stark, J. (2009). Curriculum: An academic plan. In Shaping the college curriculum: Academic plans in context (2nd ed.; pp. 1–22). Needham Heights, MA: Allyn & Bacon.
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| Session 1010.20 | **The internal players** * What is the role of the professoriate?
* Who is included in administrative leadership?
* What are other higher education staff roles?
 | 1. Altbach, P. (CH 4 in textbook) “Harsh realities: The professoriate in the twenty-first century,” (pp. 84-109);
2. Eckels, P. & Kezar, A. (CH 6 in textbook) “The intersecting authority of boards, presidents, and faculty,” (pp. 155-187)
3. Birnbaum, R. (1988). “Problems of Governance, Management, and Leadership in Academic Institution,” in *How Colleges Work: the cybernetics of academic organization and leadership (*pp.3-29). San Francisco, CA: Jossey-Bass.
 |
| Session 1110.27 | **Diversity and Campus Racial****Climate*** How do we come together as a campus community: The campus experience—implications for equity and inclusion?
 | 1. Smith, D. (CH 13 in textbook) “The diversity imperative: moving to the next generation,” (pp. 375-400).
2. Milem, J.F., Chang, M.J., & Antonio, A.L.

(2005). *Making Diversity Work on Campus: A Research-Based Perspective.*Washington, DC: American Association of Colleges and Universities. |
| Session 1211.3 | **Serving the public good*** What is community engagement?
* How do we assess outreach?
* What “public good” do we serve?
 | 1. McCormick, A. C., & Zhao, C. (September/October 2005). Rethinking and reframing the Carnegie Classification, Change, 37, 50-57.
2. Driscoll, A. (2009). “Carnegie’s new community engagement classification: Affirming higher education’s role in community.” *New Directions for Higher Education*, 147, (Fall 2009), 5-12.
3. Geiger, R. (CH 17 in textbook). “State and markets in higher education: Trends in academic capitalism,” (pp. 503-540).
4. Explore: http://carnegieclassifications.iu.edu
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| Session 1311.10 | **Group Debates**1. College athletes should be paid
2. The United States should provide two years of free college tuition at an accredited institution of higher education to all citizens who graduate from an American high school.
3. Universities should provide programs for people with intellectual disabilities.
 | None |
| Session 1411.17 | **What’s ahead; the future*** Who gets to determine the future of higher education?
* What have we learned and what are new considerations?
* Wrap Up
 | 1. Grawe, N. (2018). “Demographic headwinds for higher education,” (Chapter 1), in *Demographics and the Demand for Higher Education.* (pp. 5-20). Baltimore: Johns Hopkins University Press.
2. Selingo, J. (2013). “The student swirl,” (Chapter 7), in *College (Un)Bound* (pp. 105-121). New York: Houghton Mifflin Harcourt.
3. Selingo, J. (2013). Degrees of value,” (Chapter 8), in *College (Un)Bound* (pp. 122-141). New York: Houghton Mifflin Harcourt.
4. Zusman, A. (2005). Challenges facing higher education in the 21st century. In P. Altbach, P. J. Gumport, & R. O. Berdahl, American higher education in the twenty-

first century: Social, political and economic challenges (2nd ed.; pp. 115–160). Baltimore: The Johns Hopkins University Press. |
| Session 1512.1 | **Annotated Bibliography Due** | None |