



**Department of Foundational & Graduate Studies
Program in Adult & Higher Education
EDAH644 - Principles of Higher Education
Online course
Fall 2011**

Instructor: Dr. Melanie S. Jones
503H Ginger Hall
Department: (606) 783-2261 Office: (606) 783-9303
Home: (304) 204-0014 Mobile: (740) 550-0077
E-mail: m.jones@moreheadstate.edu

Office Hours: Monday-Saturday, by appointment, 10am-8pm

Prerequisites: Admission to program in Adult & Higher Education

Catalog Description: Overview of adult and higher education, including historical development, professional organizations, and major issues in adult continuing and higher education.

Field Experience Hours: N/A

Conceptual Framework Theme:

“Community Engagement: A Light to and From the Mountains”

The Professional Education Unit at Morehead State University delivers rigorous, high quality programs that prepare professionals informed by best national and international scholarship, plus research, literature, and experiences specific to Appalachia – preparing professionals to improve the schools, quality of life, and the communities in which they live and serve. This statement is not only the strategic mission for the College, but it also incorporates the conceptual framework that guides all our activities

Out of this vision flow the following critical outcomes: *Informed Decision making, Holistic Education, Collaboration/Coalition Building, and Empowerment.*

Conceptual Framework Outcomes (CFO's):

The Unit and the faculty with individual programs assess the degree to which its graduates:

1. Master the content knowledge, professional and the twenty-first century skills needed to make an optimal contribution to “whole” student learning in educational settings.

2. Are competent in the collection and use of data to inform decision-making and to demonstrate accountability for student learning.
3. Demonstrate professional dispositions.
4. Are culturally competent and understand the regions from which they have come utilizing knowledge and experiences to effectively “bridge the gaps” (economic, achievement, and geographic) ensuring optimal learning for all students.
5. Engage in authentic field experiences in collaboration with committed school based partners and are empowered to improve the quality of education throughout this region and beyond.

Student Learner Outcomes/Course Goals: At the conclusion of this course, students will be able to:

1. Demonstrate familiarity of higher education as a unique segment of the broad field of education.
2. Espouse their own personal philosophy of education regarding working with learners in higher education.
3. Engage in scholarly discourse focused on the historical development of higher education.
4. Synthesize large pieces of intellectual/scholarly material into a condensed overview.
5. Demonstrate awareness of the sponsoring organizations, professional organizations, institutions and agencies aligned with the past, current, and future development of higher education.
6. Communicate effectively via e-mail messaging, discussion boards, and written assignments submitted online.
7. Analyze and synthesize ideas through original writing.
8. Demonstrate conceptual and working understanding of various facets of diversity, as specific to the historical development of adult and higher education.
9. Collaborate with fellow students in the teaching and learning process, to include research, writing, and presentation of material.

Diversity: This course promotes the understanding of various aspects of diversity and multicultural influences within the broad framework of higher education. Diversity is considered inclusive of differences in race, ethnicity, culture, religion, socioeconomic status, sexual orientation, religious affiliation or lack of religious belief, age, educational level, health, physical ability/disability, personality, personal beliefs (opinion), learning ability/disability, level of knowledge, and more.

It is expected that all course participants will be respectful of any and all differences expressed by classmates, and that we will utilize these differences in a positive way to increase our own knowledge, challenge our own belief systems, grow intellectually, and enhance our own personal perceptions and ideology. It is expected that all assignments submitted reflect a focus and presentation that is inclusive of marginalized or otherwise diverse individuals that comprise society as a whole.

Required Texts:

Altbach, P. G., Berdahl, R. O., & Gumport, P. J. (Eds.) (2005). *American Higher Education in the Twenty-First Century: Social, Political, and Economic Challenges*. Johns Hopkins University Press. ISBN: 978-0801880353 **This text serves the purpose of allowing us to become more aware of current trends and issues. This text is also required by Dr. Jones in EDAH688 Seminar in Higher Education, offered every spring semester. In this principles course, we will use this text as an overview of the current state of Higher Education, but the text will be explored in depth in EDAH688 (which is a required core class).**

Cohen, A. M., & Kisker, C. B. (2010). *The Shaping of American Higher Education: Emergence and Growth of the Contemporary System*. San Francisco: Jossey-Bass. ISBN: 978-0-470-48006-9 **This text serves the purpose of allowing us to become more aware of history – where we came from.**

Palmer, P. J., & Zajonc, A. (2010). *The Heart of Higher Education: A Call to Renewal – Transforming the Academy through Collegial Conversations*. San Francisco: Jossey-Bass. ISBN: 978-0-470-48790-7 **This text serves the purpose of allowing us to become more aware of the future – where we are going, and what we need to do to get there.**

Supplemental Text: *Publication Manual of the American Psychological Association* (AKA: the APA manual), 6th edition (2009).

Supplemental Information:

Other reading materials may be placed on the Blackboard site periodically throughout the term, as needed to supplement course content.

Because this is the introductory gateway course for the program, each student should establish a reading program that enhances his/her own interest in adult and/or higher education. This ongoing process will enable the student to select sources for course assignments that can best promote individual professional interest. Readings should include:

- Recent (since 2000) books or articles on the type of adult, higher or postsecondary institution function, or problem in which the student is most interested
- Two to three general adult or higher education publications or journals for regular review (e.g. *The Chronicle of Higher Education, Adult Education Quarterly, New Directions for Community Colleges*)
- Two to three professional journals reflecting your cognate/emphasis area or career-related professional interest (e.g. *Journal of College Student Retention, Journal of Developmental Education*)

Assignment Descriptions:

The nature of the majority of information for this course is historical in nature, and as such, there is an EXTREMELY large amount of required reading. I understand how tedious historical reading can become, and I understand that in a course like this, it is difficult to develop

meaningful online discussions. This course isn't about debate, isn't focused heavily toward critical analysis, but IS focused heavily toward the development of a strong understanding of the history, philosophy, and basis of the field of Higher Education. So, in the spirit of strengthening this understanding, and in keeping all members of the class focused toward understanding and academic achievement – the class will split into groups of 4-5 individuals who will partner together for the duration of the semester. While there will be some individual work, there will be a strong component of collaboration. Students will be assigned to groups based on their chosen primary topics of interest, in order to ensure that the groups have a diverse focus.

Program: Adult & Higher Education Principles of Adult & Higher Education (EDAH640)	
Assessment (point value)	Description
Plagiarism Tutorial (zero points)	In order to help maintain the highest academic standards, students will be required to complete 2 different plagiarism prevention tutorials, including quizzes. If the tutorials have been completed in any of Dr. Jones' courses within the past 12 calendar months, then they do not need to be re-taken.
Comprehensive Book Review (300 points) <i>The Shaping of American Higher Education</i>	<p>OPTION 1: Students must comprehensively and concisely review the primary course text, <i>American Higher Education: Emergence and Growth of the Contemporary System</i>. There is no prescribed format for the review. The review can contain no outside sources other than the reviewed text. The student should ensure that the writing entails enough detail to demonstrate a thorough read of the text. This is not a critique or personal reflection – the student should review the work as it is presented. The instructor will pose questions focused on historical or modern philosophical topic(s) of interest that should be addressed in the review. OPTION 2: <i>Students can submit this project as a group, under the following guidelines: Each student within the group is placed in that group because of their primary interest(s). The members of the group can choose to read their topic area in-depth, and review only that area. Then, the group will need to collaborate in order to develop a single document that reads in a single voice, which serves as the review of the entire text. It is expected that each member of the group work cohesively in order to ensure that they have developed an understanding of the entire text. The sections are the same in every book chapter: Societal Context, Institutions, Students, Faculty, Curriculum, Governance, Finance, Outcomes. Students are assigned to groups based on the following focus areas: (1) Societal Context of Higher Education, (2) Institutions/Governance, (3) Students/Faculty, (4) Curriculum, and (5) Finance. Everyone is expected to fully read the 'outcomes' section of each chapter, and incorporate that material into their individual writing.</i> OPTION 3: We can</p>

	<p>arrange a live class meeting on the MSU, Ashland, Jackson, or Mt. Sterling campus where we can discuss the text in-person. This class meeting will be facilitated by Dr. Jones. A minimum of 5 student participants are required in order to make this feasible. Students will need to ensure they keep their group fully informed if this is what they choose to do as an individual (or if OPTION 1 is selected). As this is an internet course, of course this option is not mandatory. However – if you are able to arrange it so that this option works for you, then I think it would be a phenomenal idea. You MUST read the text before the live meeting, as the meeting will be a discussion of trends in the different segments of Higher Education (as noted in Option 2).</p>
<p>Article Review, Critique, Response (100 points x 2 assignments = 200 points)</p>	<p>The instructor will assign articles that are referenced in one of the course texts and students will then locate the article and (1) review the article, (2) critique the article, and (3) present a scholarly response to the article. The review submitted will be 2-3 pages in length, the critique will be 2-3 pages, and the response will be 2-3 pages, all in APA format. Additional information on understanding the differences in review/critique/response, and a scoring rubric will be provided. Each individual student will be assigned a different article. There is no explicitly stated due date for this assignment. Both article assignments must be completed no later than Dec. 9th</p>
<p>Reflections Assignment (100 points) <i>The Heart of Higher Education</i></p>	<p>After making it through <i>The Shaping of American Higher Education</i>, I think you'll breathe a sigh of relief on this one. This current book, <i>The Heart of Higher Education</i>, has some lengthy intros and appendices, but the core of the text is 149 pages, and it's a more comfortable read and tends to allow for greater personal reflection and thought. So the assignment here is to read the text and create a document which serves as a personal reflection of the material. Now – a personal reflection is not necessarily a place to simply espouse your own opinion. You need to reflect on the material that is presented, talk about what it really says to you, and what you think about that. Are you in agreement with the author, or do you go another direction. Why do you agree? Why do you disagree? Just reflect, think, and tell me about your thoughts pertaining to this work. The document needs to have headings, so that I can follow your progression through the book. You can do this on a chapter-by-chapter basis, or you may even place subheadings within each chapter if you want to have a more structured reflective piece. <i>This is an individual assignment, and no group work is permitted.</i></p>
<p>Current Issues Assignment (200 points)</p>	<p>Groups will be assigned a "Part" of <i>American Higher Education in the Twenty-First Century</i> (please go to the Contents at the</p>

<p>American Higher Education in the Twenty-First Century</p>	<p>beginning of the text to see how this book is split into parts). Each group is responsible for reading that particular part of the text (possibly assigning different chapters to individual members of the group for more comprehensive analysis). Groups will then create an audio clip (maximum 10 minutes per chapter) that will be posted to the discussion board. Creation of an audio clip can be done easily through tools available on the Blackboard site, or through many other easy-to-use software applications. More information will be provided at a later date. It is my suggestion that each individual group member takes responsibility for a single chapter, read that chapter, and then develops their own audio clip. However – groups can work together to create a single audio presentation. There will be a Bb discussion board set up so that all clips can be posted in sequential order. ALL STUDENTS IN THE COURSE ARE THEN REQUIRED TO LISTEN TO EACH CHAPTER CLIP THAT IS POSTED. THE INSTRUCTOR WILL ENABLE TRACKING TECHNOLOGY TO ENSURE THAT EVERYONE LISTENS TO ALL CHAPTER POSTS. In this way, we can eliminate a great amount of reading, and use technology to our advantage to learn the information. After listening to the audio lesson, then students are to post their comments or feedback to the audio author, in the same forum they used to post their audio clip. The score is split – 100 points on the informational quality of the audio posting, and another 100 points for listening to all posts, with the last 100 points associated with the Bb discussion. *Any student with personal speech or hearing issues which will affect their ability to complete this assignment need to inform the instructor and make arrangements through MSU’s office of Disability Services www.moreheadstate.edu/acs/ in order to ensure that the instructor can make accommodations in order to meet your individual need.</p>
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Grading: There are 900 points available in this course.

- Comprehensive Book Review: **300 points**
- Article Review, Critique, Response: 100 points x 2 = **200 points**
- Reflections Assignment: **100 points**
- Current Issues Group Project: **300 points**

Grading Scale:

- 90-100% (810-900 points) = A (Superior graduate-level work)
- 80-89.9% (720-809 points) = B (Average graduate-level work)
- 70-79.9% (630-719 points) = C (Below-average graduate-level work)
- 60-69.9% (540-629 points) = D (No credit – computed at 0.0 GPA points)
- <60% (0-539 points) = E (No credit – computed at 0.0 GPA points)

Note: Please be aware of your individual program guidelines pertaining to grades of C or below. No graduate program at MSU permits D's or E's for satisfactory completion of any degree requirement. Many programs limit the number of C's that students can use toward a graduate degree (typically a limit of 2). Graduate grading scales are different than undergraduate scales. In grad school, B's are considered 'average', and as an undergrad a C is would have been considered 'average'.

Instructor Policy on Incomplete Work:

It is NOT my policy to issue a grade of 'Incomplete' unless all three of the following criteria are met:

- *More than 3/4 of the work has been satisfactorily completed for the course;*
- *The student expects to be able to complete the work by midterm of the following semester;*
- *The non-completion of work has been due to extreme and unforeseen Individual/Personal/Family hardship or circumstance for which the instructor was made fully aware in a timely fashion.*

Attendance Policy: This online course has no mandated physical attendance. Students are required to log in and maintain active and ongoing participation, which is defined by Dr. Jones as logging into the system at least 30 minutes per each week in the course, responding to course e-mail and discussions, and being an active student who is engaged with fellow classmates.

Course Calendar: A detailed course calendar is provided at the end of this syllabus.

Diversity: This course promotes the understanding of various aspects of diversity and multicultural influences within the broad framework of adult and higher education. Diversity is considered inclusive of differences in race, ethnicity, culture, religion, socioeconomic status, sexual orientation, religious affiliation or lack of religious belief, age, educational level, health, physical ability/disability, personality, personal beliefs (opinion), learning ability/disability, level of knowledge, and more.

Campus Safety (for classes meeting on MSU campus): Emergency response information will be discussed in class. Students should familiarize themselves with the nearest exit routes in the event that evacuation becomes necessary. You should notify your instructor at the beginning of the semester if you have special needs or will require assistance during an emergency evacuation. Students should familiarize themselves with emergency response protocols at www.moreheadstate.edu/emergency.

Academic Honesty: Cheating, fabrication, plagiarism or helping others to commit these acts will not be tolerated. Academic dishonesty will result in severe disciplinary action including but not limited to, failure of the student assessment item or course, and/or dismissal from MSU. If you are not sure what constitutes academic dishonesty, read the Eagle: Student Handbook or ask your instructor. The policy is located at <http://www.moreheadstate.edu/advising/index.aspx?id=8311>

Please see the additional information provided by the instructor regarding plagiarism prevention. No amount of plagiarism is ever acceptable, and will never be tolerated in this class. The instructor utilizes two different plagiarism detection systems, and compares all submitted work against work submitted in previous courses. Any verified instance of plagiarism will be dealt with according to the published MSU standards (link above). Because of the significant coursework specifically dealing with the prevention of plagiarism, any verified instance of plagiarism/academic dishonesty will result in failure of this course.

Timeliness of Assignments:

Please adhere to the posted due dates. Students are provided with a full calendar of the entire term at the start of the course. If you anticipate an issue that may prohibit you from completing an assignment on time, then you should be pro-active and start working on this assignment early. Any assignment/quiz/exam received 1-24 hours after the posted due date will result in a 25% reduction in possible points. Work submitted 25-48 hours after the posted due date will result in a 50% reduction of possible points. Work submitted more than 48 hours late will not be accepted for any credit. Please notify the instructor if you experience a circumstance that would require special consideration.

Policy for Accommodating Students with Disabilities: In compliance with the Americans with Disabilities Act (ADA), all students with a documented disability are entitled to reasonable accommodations and services to support their academic success and safety. Though a request for services may be made at any time, services are best applied when they are requested at or before the start of the semester. To receive accommodations and services, the students should immediately contact the Disability Services Coordinator in the Office of Academic and Career Services, 223 Allie Young Hall, 606-783-5188, www.moreheadstate.edu/acs/. Professional staff from the MSU Academic Services Center (ACS) coordinates efforts to address accessibility needs and class accommodations with instructors of students who have learning or physical disabilities. Faculty will cooperate with the ACS staff to accommodate the needs of students enrolled in departmental classes.

FERPA – Protection of Student Records

Educational records are kept by University offices to facilitate the educational development of students. Faculty and staff members may also keep informal records relating to their functional responsibilities with individual students.

A federal law, the Family Educational Rights and Privacy Act of 1974 (aka FERPA, aka the Buckley Amendment) as amended, affords students certain rights concerning their student educational records. Students have the right to have some control over the disclosure of information from the records. Educational institutions have the responsibility to prevent improper disclosure of personally identifiable information from the records.

EDAH644: Principles of Higher Education Course Calendar – Fall 2011

Article Assignments.... must be submitted no later than December 9th. If folks work effectively in groups, then you may find you have the most time for individual article reading/review/critique in early September and again in early November.

Week	Dates	Topics	Assignment & Suggested Schedule for Individual Reading	Due
1	Aug. 22-27	Colonial Higher Education 1636-1789; Emergence of Small Colleges 1790-1869.	Post bio to Discussion board, read syllabus, complete plagiarism tutorials. Read Cohen/Kisker through p. 103.	
2	Aug. 29-Sept. 3	Universities transform during Industrialization, 1870-1944	Read Cohen/Kisker pp. 105-185	
3	Sept. 6-10	Mass Higher Education, 1945-1975	Read Cohen/Kisker, pp. 187-306	
4	Sept. 12-17	Consolidation of Higher Education, 1976-1993	Read Cohen/Kisker, pp. 307-434.	
5	Sept. 19-24	Privatization, Corporatization & Accountability, 1994-2009	Read Cohen/Kisker, pp. 435-575	
6	Sept. 26-Oct. 1		COMPREHENSIVE BOOK REVIEW	OCTOBER 1 BY 11:59PM
7	Oct. 3-8	Philosophy of Education, Academic Life	Read Palmer/Zajonc through page 99. ASSIGNMENT – BE SURE THAT YOU ARE CREATING YOUR REFLECTIONS ASSIGNMENT AS YOU READ THROUGH THE TEXT	
8	Oct. 10-12	Experience, Transformation	Read Palmer/Zajonc pp. 101-215. ASSIGNMENT – BE SURE THAT YOU ARE CREATING YOUR REFLECTIONS ASSIGNMENT AS YOU READ THROUGH THE TEXT.	REFLECTION ASSIGNMENT DUE DATE IS OCTOBER 12TH, but will be accepted without late penalty until October 22nd.
	FALL BREAK: OCT 13-14			
9	Oct. 17-22	Background & support for higher education	Read Altbach, Part 1, <i>American Higher Education in the Twenty-First Century</i>	Last date for REFLECTION is Oct. 22nd at 11:59pm

10	Oct. 24-29	External forces in higher education	Read Altbach, Part 2, <i>American Higher Education in the Twenty-First Century</i>	
11	Oct.31-Nov.5	The academic community	Read Altbach, Part 3, <i>American Higher Education in the Twenty-First Century</i>	
12	Nov. 7-12	Funding, technology and diversity	Read Altbach, Part 4, <i>American Higher Education in the Twenty-First Century</i>	
13	Nov. 14-18		GROUP PROJECT – create and post the audio presentation for your assigned chapter or group part for <i>American Higher Education in the Twenty-First Century</i> .	
14	Nov. 21-22		GROUP PROJECT – continue to create and post the audio presentation for your assigned chapter or group part for <i>American Higher Education in the Twenty-First Century</i> .	Last day to post Current Issues Group Project audio presentation is November 22 nd at 11:59pm
	THANKSGIVING BREAK, NOV. 23-27			
15	Nov. 28-Dec. 3		CURRENT ISSUES GROUP PROJECT – listen to all audio presentations in chapter order and post a response to the author(s) of each clip.	
16	Dec. 5-9		CURRENT ISSUES GROUP PROJECT – continue work on listening to all audio presentations in chapter order, and posting of a response to the author(s) of each clip.	December 9 th at 11:59pm
*	Dec. 13-17 FINALS WEEK	-----	Under special circumstances that have been pre-approved by the instructor, students may work to complete all work that is yet non-completed in the course, with the exception of group collaborations. For these pre-approved circumstances, a 25% reduction in points may still apply.	-----

* This class has no comprehensive final exam. The last regular day of the semester is Dec. 9th