# American Public University System

*The Ultimate Advantage is an Educated Mind*

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| **Education** |
| **ADHE649** |
| **Critical Issues in Higher Education** |
| **Credit Hours: 3** |
| **Length of Course: 8 weeks** |

## Course Description (Catalog)

This course examines acute current and future issues and trends in higher education in America and abroad in a variety of college and university contexts, both on-ground and online. Students will examine the changing scene of higher education in terms of for-profit and non-profit settings amid the marketing and financial realities that challenge the future of public and private universities and colleges. Special focus will be given to current events and controversies. Topics include, but are not limited to the following: the changing demographics of the college and university scene; campus politics, clubs, and campus culture; the impact of technologies and online learning strategies on access to education; the increasing competition and related ethics discussions concerning public/private, for-profit/non-profit, and on-ground/online universities; and, the prospective direction of higher education within a global and virtual student body. What are the higher educational needs of the student of the future, and what will universities need to consider in order to meet those needs?

## Course Scope

This course offers students an opportunity to explore current issues and trends in higher education through in-depth analysis of topics that affect the roles and responsibilities of today's higher education administrators. Through case study analysis, active reflection, and carefully designed lessons students will gain a deeper understanding of a variety of issues that affect institutions of higher education across the globe. Students will participate in on-going discussions surrounding future directions in higher education and will ultimately explore issues that relate to their own current or future roles as higher education administrative professionals.

## Course Objectives

After successfully completing this course, you will be able to:

1. Evaluate the current issues, trends, and controversies that affect institutions of higher education—both onground and online—and consider appropriate solutions.

2. Analyze the changing culture of higher education, domestically and globally, and how technology plays a role in those changes and how it affects student success.

3. Examine the importance of the following in relation to higher education: demographic changes, campus politics, student clubs, campus culture (online included), technological advancements, and financial competitiveness.

4. Assess the philosophical direction and realities of higher education in various contexts— public/private, for-profit/non-profit, and online/onground—in relation to the needs of the student in the future.

## Course Delivery Method

This course delivered via distance learning will enable students to complete academic work in a flexible manner, completely online.  Course materials and access to an online learning management system will be made available to each student.  Students should respond to Forum questions by Thursday of the week as noted.  Online assignments are due by Sunday evening of the week as noted (submitted for review by the Faculty Member). Assigned faculty will support the students throughout this course.

## Course Materials

**Course Required Readings: See the Week Course Breakdown.**

**Recommended readings:**

Each week there will be a list of recommended readings/videos/podcasts that are relevant to the curriculum. All recommended readings will be listed at the end of each week's lesson. In addition to the course recommended readings **YOUR INPUT** on what you use to stay relevant is invaluable. There will be a **SHARED RESOURCES** section in the **STUDENT LOUNGE FORUM** that you can add to over the next eight weeks.

**Keeping Current:** Issues and trends are continuously changing in higher education so keeping up with the latest journals and news outlets is imperative.  All of these publications can be found through the TreFry Library, have online formats, and some provide free newsletters and/or social media with open access:

*Chronicle of Higher Education*
*Inside Higher Education*
*Diversity in Higher Education*
*Higher Education & Nat'l Affairs*

**Additionally, students should be aware of and seek references from the following throughout the course:**

*Review of Higher Education*
*ASHE Higher Education Report*

*The Journal of Higher Education*
*Chronicle of Higher Education*
*New Directions for Higher Education*
*International Journal of Educational Development*
*Inside Higher Ed*
*Innovative Higher Education*
*Harvard Educational Review*
*American Education Research Journal (AERA)*
*Review of Educational Research*
*Educational Evaluation and Policy Analysis*
*Review of Research in Education*
*AERA Open*
*NCPEA International Journal of Educational Leadership*
*CHANGE – magazine that deals with contemporary issues – spotlights trends*
*CHEA – Council Higher Education* [https://www.chea.org/](https://www.chea.org/)

**Lastly, here are a few scholarly and professional organizations in Higher Education you should consider following and/or joining:**

Association for the Study of Higher Education (ASHE)
The Council for Advancement and Support of Education (CASE)
American Council on Education (ACE)
Association of American Universities (AAU)
Institute for Higher Education Policy (IHEP)
American Education Research Association (AERA)
Educause
EdSurge

## Course Format

Success in this course depends on your active learning, participation, and discussion each week. Prior to beginning the lesson students should first check the weekly announcements for any updates. Thereafter, please visit the lessons tab for the topic overview, learning objectives, readings, lesson, and assignments that will be covered that week.

**Lessons:** Each week there will be assigned reading and a lesson located in the "Lessons" tab.

**Forums:** Please be sure to read through the instructions thoroughly before beginning any Forum discussions. Graduate level discussion is expected, which includes a well thought out response, to include citations, punctuation, and grammar. The Forums are for student interaction and input and should be submitted before the week ends in order to fully participate in the discussions. Students should demonstrate their own knowledge in the forums and avoid copying and pasting from websites.

*Guidelines:*

- Post the initial response to each forum by 11:55pm, ET, Thursday.
- Initial responses should be no less than 300 words.
- Initial responses are to be original in content and demonstrate a thorough analysis of the topic.
- Reply to at least 2 of your classmates in each forum by 11:55pm, ET, Sunday.
- Replies to classmates should be no less than 150 words.
- Responses to classmates are significant to advance the forum.
- All forums can be accessed in the Forums section of the course.

**_Note: Forums are worth 30% of your grade for this course._**

**Assignments:** Each week view the lessons tab for assignments. While we will have a forum discussion each week, assignments are typically due every other week in this course. If you have any questions please feel free to reach out to the instructor directly or post in the OPEN FORUM discussion area.

**Quizzes/Exams:** Good news! There will be no quizzes or exams in this course.

## Assignments and Evaluation Procedures

**Journal Article Review**

Students will select an article for review from journals and books not already required for the course. A somewhat comprehensive list of journals can be found in both the syllabus and resources section of the classroom. The article must be from a recognized academic journal (peer-reviewed, scholarly research publication) and written in APA style. Upload into the assignments section. Maximum length is 800 words. APA format is a must – so remember, double spaced, Times New Roman, 12 pt. font, 1 inch margins.

**_This assignment is worth 12.5% of your grade and is due on Sunday of Week 2 by 11:55 ET._**

**Comparative Analysis Essay**

Students will research, find, and select two peer reviewed journal articles on topics from week one and/or week two reading assignments. In this comparative analysis you will compare their strengths, weaknesses, applications, and limitations. The purpose of this assignment is to explore how various issues are intertwined in today's higher education environment. Feel free to choose two articles on different topics or the same – it's up to you! How do these issues relate to one another? How do they collide? How will they affect the future of higher education? Upload into the assignments section. Maximum length is 800 words. APA format is a must – so remember, double spaced, Times New Roman, 12 pt. font, 1 inch margins, citations, and references.

**_This assignment is worth 12.5% of your grade and is due on Sunday of Week 4 by 11:55 ET._**

**Case Study Analysis – Two part assignment**

**Part One: The Case Study Analysis Paper -** APA format, 2000-3000 words, not counting title page and referencesuded.

The purpose of this assignment is for you to investigate a current issue in higher education, provide detailed discussion of the analysis, examine alternative solutions, and provide the most effect solution using supporting evidence. The goal would be to use much of the material covered throughout the course as background to help you with your discussion and solutions.

In this assignment you can either use a current case study in higher education or develop your own original case study that draws upon real scenarios you have encountered. If you choose to create your own case study the context and situation can be entirely fictional, but must be well thought out and detailed for background information.  Further details of this assignment can be found in the assignments section.

*This assignment is worth 25% of your grade and is due on Sunday of Week 6 by 11:55 ET.*

**Part Two: Case Study Presentation/Editorial/Podcast**

In the second part of the case study assignment you have the opportunity to get creative! Writing and presentation skills are essential for higher education administrators. The only way to improve is to practice! In this part of the assignment the overall format is yours to choose (see thrtee options below), however please be prepared to share this with the class in the forums section during week 8. Learning from one another is one of the most valuable assets in this course so please make sure you are detailed in your summary.

*Presentation*: Produce a 4-5 minute presentation. This can either be a video, Power Point, or a combination of both. Many students use You Tube, or a combination of free software programs such as Jing, Canva, Filmmaker Pro, etc. to create their presentation so please feel free to use whatever program you want.

*Podcast*: Produce a 5-10 minute podcast of your case study analysis. In a podcast the ideas are usually discussed at length and there are often others brought in with varying points of view. You can discuss your case study while interviewing someone who might also be concerned with the same topic. There are plenty of podcast recording apps available or you can simply use the voice recorder feature on your Smart Phone.

*Editorial*: Write an evidence-based persuasive editorial (essay) outlining your case study analysis. Maximum length should be 800 words. Write this editorial as if you were going to present it for publication in an online journal/blog/etc. Think of this as an opportunity to present your work, receive excellent feedback, and if you so choose – send it out for potential publication!

*This assignment is worth 15% of your grade and is due on Sunday of Week 7 by 11:55 ET.*

**Personal Knowledge Strategic Plan**

Using Jarche's Seek>Sense>Share framework produce your own personal knowledge strategic plan for staying current. What sources will you follow? What publications? How will you follow them? How regularly will you set aside time for reading/studying/reflection to stay current? How will you intend to share the information you learn? Making a plan now will help you stick with it in the future.

***This assignment is worth 5% of your grade and is due on Sunday of Week 8 by 11:55 ET.***

| Grading | Points |
|---|---|
| Weekly forum discussions | **30%** |
| Journal Article Review | **12.5%** |
| Comparative Analysis Essay | **12.5%** |
| Case Study Analysis Paper | **25%** |
| Case Study Analysis Presentation/Podcast/Editorial | **15%** |
| Current Events Strategic Plan | **5%** |
| **Total** | **100%** |

## Policies

Please see the Student Handbook to reference all University policies. Quick links to frequently asked question about policies are listed below.

> Drop/Withdrawal Policy
> Plagiarism Policy
> Extension Process and Policy
> Disability Accommodations

**Citation and Reference Style**
Students will follow the current edition of the American Psychological Association (APA) Style Guide as the sole citation and reference style used in written work submitted as part of coursework to this course. Assignments completed in a narrative essay or composition format must follow APA formatting.

**Discussion Assignments**
These are interactive dialog assignments designed to help you connect with your classmates in course related discourse and form a learning community. They are located under the "Discussions" of your course screen. Please carefully read the discussion prompt each week. Post your initial response by 11:59 PM on Wednesday of the week and 2 reply posts to classmates by 11:59 PM on Sunday of the week. The grading rubric and requirements for discussions can be found in the Discussion section of the classroom. You are encouraged to post substantively and on-time as this facilitates the advancement of the discussion.

**Plagiarism**

Plagiarism is a serious violation of APUS's code of academic conduct.  The Student handbook explains specific policies and penalties.  Here is the link to the policy:

http://www.apus.edu/student-handbook/writing-standards/index.htm#Academic_Dishonesty

Additionally, the School of Education offers further clarification.  Specifically, all students in this course are to follow these guidelines:

- Do not quote or paraphrase published sources, including assigned readings and Web-based sources, without explicit reference to the original work. Credit the source using APA style. Cutting and pasting from a website without citing the electronic source is plagiarism, as is taking phrases, sentences and/or paragraphs from textbooks without referencing the source.

- Do not insert parts of class lectures, online modules, or tutorials, including examples, into your own work, without permission or citation. These are published by the instructors, who properly cite the sources of any externally published sources.

- Do not insert parts of previous students' work or current students' work into your own work, without permission and/or citation.

You are expected to use your own words to demonstrate your understanding of the content of this course.  While it is appropriate to reference experts and outside resources, students should do so judiciously to avoid simply summarizing and paraphrasing what all other sources have stated about a given topic. Remember to always cite any work that is not your own intellectual property.  Failure to do so may result in failing an assignment and/or course; and ultimately may result in being removed from the program due to a violation of professional dispositions.

**APUS Late Policy**
Students are expected to submit classroom assignments by the posted due date and to complete the course according to the published class schedule. As adults, students, and working professionals, I understand you must manage competing demands on your time. Should you need additional time to complete an assignment, please contact me before the due date so we can discuss the situation and determine an acceptable resolution. Late submissions that are submitted without prior approval will be graded according to the APUS Late Policy.

"Students are expected to submit assignments by the due dates listed in the classroom. Late assignments, including but not limited to Assignments, Discussions, posts and responses, quizzes, and exams, may or may not be accepted after the course end date. Submitting an assignment after the due date may result in a penalty of up to 10% of the grade per day late, not to exceed a maximum 50% of the grade. The amount of the penalty is at the faculty member's discretion." Faculty recognize that students have limited time and may be more flexible if potential delays are communicated ahead of time.*

*Doctoral and Programs with specialty accreditation may have different late policies.
**Students with DSA accommodations may have different late policies applied For more information regarding our DSA services, please contact DSA@apus.edu.

### Netiquette

Online universities promote the advancement of knowledge through positive and constructive debate – both inside and outside the classroom. Forums on the Internet, however, can occasionally degenerate into needless insults and "flaming." Such activity and the loss of good manners are not acceptable in a university setting – basic academic rules of good behavior and proper "Netiquette" must persist. Remember that you are in a place for the rewards and excitement of learning which does not include descent to personal attacks or student attempts to stifle the Forum of others.

- **Technology Limitations:** While you should feel free to explore the full-range of creative composition in your formal papers, keep e-mail layouts simple. The Sakai classroom may not fully support MIME or HTML encoded messages, which means that bold face, italics, underlining, and a variety of color-coding or other visual effects will not translate in your e-mail messages.

- **Humor Note:** Despite the best of intentions, jokes and <u>especially</u> satire can easily get lost or taken seriously. If you feel the need for humor, you may wish to add "emoticons" to help alert your readers:  ;-), : ),  ☺

### Communications

### Student Communication

To reach the instructor, please communicate through the MyClassroom email function accessible from the Classlist of the Course Tools menu, where the instructor and students email addresses are listed, or via the Office 365 tool on the Course homepage.

- In emails to instructors, it's important to note the specific course in which you are enrolled. The name of the course is at the top center of all pages.
- Students and instructors communicate in Discussion posts and other learning activities.
- All interactions should follow APUS guidelines, as noted in the Student Handbook, and maintain a professional, courteous tone.
- Students should review writing for spelling and grammar.
- Tips on Using the Office 365 Email Tool

### Instructor Communication

The instructor will post announcements on communications preferences involving email and Instant Messaging and any changes in the class schedule or activities.

- Instructors will periodically post information on the expectations of students and will provide feedback on assignments, Discussion posts, quizzes, and exams.
- Instructors will generally acknowledge student communications within 24 hours and respond within 48 hours, except in unusual circumstances (e.g., illness).
- The APUS standard for grading of all assessments (assignments, Discussions, quizzes, exams) is five days or fewer from the due date.
- Final course grades are submitted by faculty no later than seven days after the end date of the course or the end of the extension period.

**Disclaimer Statement**
**Course content may vary from the outline to meet the needs of this particular group.**

| Online Library |
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The Online Library is available to enrolled students and faculty from inside the electronic campus. This is your starting point for access to online books, subscription periodicals, and Web resources that are designed to support your classes and generally not available through search engines on the open Web. In addition, the Online Library provides access to special learning resources, which the University has contracted to assist with your studies. Questions can be directed to **librarian@apus.edu**.

- *Charles Town Library and Inter Library Loan:* The University maintains a special library with a limited number of supporting volumes, collection of our professors' publication, and services to search and borrow research books and articles from other libraries.
- *Electronic Books:* You can use the online library to uncover and download over 50,000 titles, which have been scanned and made available in electronic format.
- *Electronic Journals:* The University provides access to over 12,000 journals, which are available in electronic form and only through limited subscription services.
- *Tutor.*com: AMU and APU Civilian & Coast Guard students are eligible for 10 free hours of tutoring provided by APUS. Tutor.com connects you with a professional tutor online 24/7 to provide help with assignments, studying, test prep, resume writing, and more. Tutor.com is tutoring the way it was meant to be. You get expert tutoring whenever you need help, and you work one-to-one with your tutor in your online classroom on your specific problem until it is done.

**Request a Library Guide for your course (http://apus.libguides.com/index.php)**
The AMU/APU Library Guides provide access to collections of trusted sites on the Open Web and licensed resources on the Deep Web. The following are specially tailored for academic research at APUS:

- Program Portals contain topical and methodological resources to help launch general research in the degree program. To locate, search by department name, or navigate by school.
- Course Lib-Guides narrow the focus to relevant resources for the corresponding course. To locate, search by class code (e.g., SOCI111), or class name.

If a guide you need is not available yet, please email the APUS Library: librarian@apus.edu.

| Grading Scale | | |
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| **Grade** | **GPA / Percent** | **Description** |
| A | 4.0 / 100 - 94 | **Very high quality, clearly above average work** |
| A- | 3.67 / 93-90 | |
| B+ | 3.53 / 89-87 | |
| B | 3.0 / 86-84 | **Expected performance level** |

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| B- | 2.67 / 83-80 | |
| C+ | 2.33 / 79-77 | |
| C | 2.0 / 76-73 | |
| C- | 1.67 / 72-70 | Unsatisfactory |
| D+ | 1.33 / 69-67 | Failing |
| D | 1.0 / 66-64 | Failing |
| D- | .67 / 63-60 | Failing |
| F | 0.0 / 59-0 | Failing |

**Week Course Outline – ADHE649 Critical Issues in Higher Education**

| Weeks | Topic(s) | Learning Objective(s) | Readings & Resources | Assignment(s) |
|---|---|---|---|---|
| 1 | Course Introduction<br><br>Competition in Higher Education | LO1 - Analyze common definitions and typologies of higher education institutions (CO1, CO4).<br><br>LO2 - Compare the difference between globalization and internationalization in higher education (CO2, CO3, CO4).<br><br>LO3 - Analyze the concept of commoditization in higher education (CO2, CO3, CO4). | **Reading and Resources: See eReserves** | Forums:<br><br>**Introduction (Personal Pathway)**<br><br>**Forum 1: Closing the Gap**<br><br>**Forum 2: Competition in Higher Education** |
| 2 | Culture in Higher Education | LO1 - Analyze the changing culture of higher education (CO2).<br><br>LO2 - Investigate organizational culture and the role that governance plays in higher education (CO1, CO2, CO4).<br><br>LO3 - Question and assess how campus culture affects issues surrounding inclusion, diversity, student access, and choice (CO1, CO2, CO3). | **Reading and Resources: See eReserves** | **Forum 3: Culture and Diversity**<br><br><br>**Assignment: Journal Article Review** |
| 3 | Campus Issues | LO1 - Examine how the flow and management of money in higher education directly affects | **Reading and Resources: See eReserves** | **Forum 4: Student Issues**<br><br>**Forum 5: Campus Safety** |

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| | | rising tuition and student debt (CO1, CO3).<br><br>LO2 - Assess how the issue of mental health on college campuses affects many aspects of higher education (CO1, CO3, CO4). | | |
| 4 | Ethics | LO1 - Analyze ethical standards in higher education (CO1, CO4).<br><br>LO2 - Compare processes for ethical dilemmas and decision making (CO1, CO4).<br><br>LO3 - Build a critical understanding of gray area ethics in higher education (CO1, CO4). | **Reading and Resources: See eReserves** | **Forum 6: Ethical Challenges**<br><br>**Assignment: Comparative Analysis Essay** |
| 5 | Learning Strategies | LO1 - Compare and develop a systematic and critical understanding of adult learning theories and methodologies (CO1, CO4).<br><br>LO2 - Examine and compare instructional design models (CO1, CO2). | **Reading and Resources: See eReserves** | **Forum 7: Kolb's Inventory**<br><br>**Forum 8: Instructional Design Models** |
| 6 | Technology and Trends | LO1 - Examine the changing nature of technology and resources available to stay current (CO1, CO2, CO3).<br><br>LO2 - Analyze and discuss critical issues that affect decisions for institutions implementing new technology (CO1, CO3, CO4). | **Reading and Resources: See eReserves** | **Forum 9: Technology and Ethics**<br><br>**Assignment Case Study Analysis, Part 1: Paper** |

| | | LO3 - Explore and research policies relating to ethics, privacy, and security issues in educational technology (CO1, CO2). | | |
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| 7 | Future Directions in Higher Education | LO1 - Analyze future technological trends in higher education (CO1, CO2).<br><br>LO2 - Analyze future trends in teaching and learning in higher education (CO1).<br><br>LO3 - Predict and discuss future trends surrounding issues in higher education (CO1). | **Reading and Resources: See eReserves** | **Forum 10: Future Trends and Issues**<br><br>**Assignment: Case Study Analysis, Part 2: Presentation** |
| 8 | Personal Strategies and Current Events | LO1 - Organize and construct a personal knowledge strategic plan for current events as a valuable resource in your role as a higher education administrator (CO1). | **Reading and Resources: See eReserves** | **Forum 11: Current Events**<br><br>**Assignment: Personal Knowledge Strategic Plan** |