University of Wisconsin-Whitewater

Curriculum Proposal Form #3

## New Course

**Effective Term:**

**Subject Area - Course Number:** **HELEAD 723 Cross-listing:**

(See Note #1 below)

**Course Title:** (Limited to 65 characters) Issues, Perspectives and Directions in Higher Education

**25-Character Abbreviation:** Issues in Higher Ed

**Sponsor(s):** Dr. Kristina Navarro

**Department(s):** HPERC /C&I

**College(s):**

# **Consultation took place**: NA Yes (list departments and attach consultation sheet)

Departments: HPERC

**Programs Affected:** **MSE-PD (Higher Education Leadership and Higher Education)**

**Is paperwork complete for those programs?** (Use "Form 2" for Catalog & Academic Report updates)

NA  Yes  will be at future meeting

**Prerequisites:** None

**Grade Basis:**  Conventional Letter  S/NC or Pass/Fail

**Course will be offered:**  Part of Load  Above Load

On Campus  Off Campus - Location

**College:**  **Dept/Area(s):** C&I

**Instructor:** Dr. Kristina Navarro

*Note: If the course is dual-listed, instructor must be a member of Grad Faculty.*

**Check if the Course is to Meet Any of the Following:**

Technological Literacy Requirement  Writing Requirement

Diversity  General Education Option:

Note: For the Gen Ed option, the proposal should address how this course relates to specific core courses, meets the goals of General Education in providing breadth, and incorporates scholarship in the appropriate field relating to women and gender.

**Credit/Contact Hours:** (per semester)

Total lab hours: 0 Total lecture hours: 48

Number of credits: 3 Total contact hours: 48

**Can course be taken more than once for credit? (Repeatability)**

No  Yes If "Yes", answer the following questions:

No of times in major:       No of credits in major:

No of times in degree:       No of credits in degree:

Proposal Information: ([***Procedures for form #3***](http://acadaff.uww.edu/UCC/Curriculum_Handbook_09/Procedures_form3.docx))

**Course justification:**

The Higher Education Leadership program continues to experience increases in the number of students desiring specific higher education coursework on issues and student characteristics.

This is a new course that will be offered in place of CIGENRL/EDFOUND 723. Graduate students in the MSE-PD Higher Education Leadership and Higher Education Athletics Administration emphases are able to take this 723 level course to fulfill core credit requirements (HELEAD 723 or CIGENRL/EDFOUND 780 and EDFOUND 780 will be the new core).

**Relationship to program assessment objectives:**

This serves as a MSE-PD graduate 700 level class that is specific for HELEAD and HELEAD Athletics Administration students. This graduate course will assist in efforts to meet student need.

The table below shows relevant student learning outcomes from the MSE-PD assessment matrix and identifies each student learning outcome that is Introduced, Developed, and/or Applied in this course.

|  |  |
| --- | --- |
| **VOICE** | **I-Introduced**  **D-Developed**  **A-Applied** |
| Present evidence that student can communicate effectively to achieve desired outcomes in the professional setting | **D, A** |
| **RESEARCH** |  |
| Locate and critically read relevant professional research | **D, A** |
| Analyze research in the appropriate professional fields and apply it to practice | **D, A** |
| **PRACTICE** |  |
| Evaluate own assumptions, perspectives and values related to professional practice | **A** |
| Create a plan for ongoing professional development | **A** |

**Budgetary impact:**

The new course would be accomplished as part of load for a current member of the graduate faculty and graduate coordinator (Dr. Kristina Navarro), or on a case by case basis with an adjunct faculty member possessing a terminal degree who has been approved by the C&I Department as a member of the graduate faculty.

**Course description:** (50 word limit)

This seminar will provide an introduction to contemporary issues in higher education, with a specific focus on understanding diverse student characteristics and subsequent issues faced in higher education settings at public, private and two year institutions. Student will learn to use research to support practice through an investigation of essential philosophical questions and current issues in higher education leadership settings. Students will apply reflections on their own practice as they develop skills of analysis and argumentation.

**If dual listed, list graduate level requirements for the following: Not Applicable**

1. **Content** (e.g., What are Additional presentation/project requirements?) Not Applicable

2. **Intensity** (e.g., How are the processes and standards of evaluation different for graduates and undergraduates? ) Not Applicable

3. **Self-Directed** (e.g., How are research expectations differ for graduates and undergraduates?)

Not Applicable

**Course objectives and tentative course syllabus:**

Thorough actively participating in class, you will be able to:

* Gain an understanding of the changing demographics of higher education.
* Acquire knowledge on a broad range of issues confronting higher education.
* Think and write critically about challenges and issues facing colleges and universities.
* Participate in an intellectual environment for in-depth discussion and analysis of current issues in higher education.
* Learn to apply varies theories, concepts, and philosophies to the challenges presented in the course.
* Gain an understanding of how student characteristics, experiences, and contexts impact student success.

**University of Wisconsin-Whitewater**

**College of Education and Professional Studies**

**HELEAD 723**

**Issues, Perspectives and Directions in Higher Education: A Professional Seminar**

**Instructor:** Dr. Kristina M. Navarro

HPERC, C&I-HELEAD

**Contact Info:** [navarrok@uww.edu](mailto:navarrok@uww.edu)

**Office Hours:** Monday 2-4pm, Wednesday 12-1pm, 2-4pm

**Course Description:**

This seminar will provide an introduction to contemporary issues in higher education, with a specific focus on understanding diverse student characteristics and subsequent issues faced in higher education settings at public, private and two year institutions. Student will learn to use research to support practice through an investigation of essential philosophical questions and current issues in higher education leadership settings. Students will apply reflections on their own practice as they develop skills of analysis and argumentation.

**Prerequisite:** Graduate status

**Learning Outcomes and Course Objectives:**

Thorough actively participating in class, you will be able to:

* Gain an understanding of the changing demographics of higher education.
* Acquire knowledge on a broad range of issues confronting higher education.
* Think and write critically about challenges and issues facing colleges and universities.
* Participate in an intellectual environment for in-depth discussion and analysis of current issues in higher education.
* Learn to apply varies theories, concepts, and philosophies to the challenges presented in the course.
* Gain an understanding of how student characteristics, experiences, and contexts impact student success.

**Required Textbooks:**

1. Magolda, P. M. & Baxter Magolda, M. B. (2011). *Contested issues in student affairs: Diverse perspectives and respectful dialogue*. Sterling, VA: Stylus. (FYI - $32.20 on amazon)
2. Renn, K. A. & Reason, R. D. (2012). *College students in the United States: Characteristics, experiences, and outcomes.* San Francisco, CA: Jossey-Bass. (FYI - $42 on amazon)
3. American Psychological Association. (2009). *Publication manual of the American* *Psychological association* (6thed.). Washington, DC: Author.
4. D2L readings and class handouts

**Dynamics of Class:**

The pace of the course will be rapid, but students are expected to read and study all assigned readings before the specified class period, noting questions, and issues to discuss in class. Course content will be covered with a variety of differentiated instruction methods: lecture, guest lecturers, discussion, critiques, group work, simulations, and student presentations. Students should ask the instructor immediately if they have questions at any time on assignments or expectations.

**Accommodations:**

Students with disabilities will be fully included in this course. Please inform the professor if you need any special accommodations in the curriculum, instruction, or assessments of this course to enable you to participate fully. Confidentiality of the shared information will be maintained.

**The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduates and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Procedures” (UWS Chapter 17)**

**General Course Requirements:**

Successful completion of in-class assignments is necessary to fulfill the requirements of this course. Due dates and expectations for course assignments are included in this syllabus. As a matter of fairness and courtesy to everyone in the class, there will be penalties associated with late papers and incompletes (except in reference to emergencies, professional development, or prior approved situations). Work later than one week will not be accepted.

All assignments should be double-spaced and written in paragraph format with 12 size font. When designated by instructor, formal written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA), 6th edition. If you are not familiar with the APA citation and referencing standards, please review the manual.

**Course Grade Policy**

**Total Points Possible: 400**

**Letter Grade Percentage**

**A 94-100**

**A- 90-93**

**B+ 87-89**

**B 83-86**

**B- 80-82**

**C+ 77-79**

**C 73-76**

**C- 70-72**

**D+ 67-69**

**D 63-66**

**D- 60-62**

**F 59 and below**

**Graded Activities and Assignments:**

**Assignments at a Glance:**

1. Attendance, Preparation, & In-Class Participation (80 points)
2. Weekly Article Review & Sharing(100 points)
3. In-Class Facilitation (40 points)
4. Positional Debate (40 points)
5. Higher Education Issues Annotated Bibliography, Analysis Paper, & Presentation (140 points)

**Assignments in Detail:**

1. **Attendance, Preparation, & In-Class Participation (80 points)**

Each student will be graded on attendance (including being on time), preparation for class (readings, etc.), and participation in-class. Class participation is essential for successful completion of the course. Students are expected to demonstrate, during both discussions and through questions asked during class that they have read the materials and are familiar with the course content. Unless otherwise approved prior to class, an absence will be handled as an unexcused absence.

***Unexcused absence:***

In this case, a student does not notify the instructor ahead of time or provide documentation of an emergency. The student will not receive attendance credit for the missed session, and will not be permitted to make up any missed assignments.

***Excused absence:***

In this case, a student does notify the instructor **ahead of time** and provides **documentation** for the absence. The student will not receive attendance credit, but will be permitted to make up missed assignments and have the option to complete an extra assignment to make up for attendance points lost. The instructor will work with each student individually to develop this assignment. Please note: Professional development and emergency situations must be communicated to the instructor and supported with documentation as soon as possible in order for them to be considered excused. No more than 2 excused absences will be granted per course. If for any reason a student missed 3 or more, they will receive a failing grade.

If you do receive an excused absence, you will need to complete a make-up assignment to be determined by instructor. Additionally, do not ask the instructor, “Did I miss anything in the last class?” (The answer is always yes!) Connect directly with your classmates to review what you missed.

The below rubric will be used to evaluate attendance, preparation, and active participation.

|  |  |  |  |
| --- | --- | --- | --- |
| **CRITERIA** | **Exemplary** | **Proficient** | **Unsatisfactory** |
| **Class Preparation** | Displays an understanding of the specific topic or under discussion in a group and/or small group setting. Has clearly prepared by completing assigned reading. | Displays some understanding of the specific topic or under discussion. Responses are vague and show little preparation for class. | Displays little understanding of the specific topic under discussion. Does not participate in the class small group discussions. Clearly has not engaged in course activities and assigned readings. |
| **In-Class Participation** | Proactively participates in class environment. Discussions are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives. | Participates in the class environment. Dialogue with class colleagues is respectful of others' ideas, opinions and feelings. | Does not comply with established group best practices for learning. Does not adhere to the ground rules of respect, confidentiality, and professionalism. |
| **Attendance** | Has attended all class sessions with 0 unexcused/ excused absences.  Has made up any work for pre-arranged, excused absences | Has attended the majority of classes, but has one unexcused absence or excused absence which has not been made up. | Has missed more than two class sessions.  Has more than two absences without supporting documentation  Has not completed any makeup or extra credit work. |
| **TOTAL POINTS \_\_\_\_\_\_\_\_\_\_** | | | |

**2)**  **Weekly Article Review & Sharing (100 points)** (10 total at 10 points each)

Select a hot topic, issue, or challenge in higher education each week (10 weeks total). The course textbooks will be used as a foundation, however each week students will be asked to identify at least one research article, article in the *Chronicle of Higher Education,* *Inside Higher Ed,* etc. This assignment is designed to provide current exposure to the current issues in higher education and to illustrate that the course is not only about the text book, but also current events. Students will share one article with a one-page summary and why it is important to this course and in higher education in general.

**3) Class Facilitation (40 points) As scheduled, per facilitation sign up**

The purpose of this assignment is to provide students with the opportunity to take an active role in the class teaching/learning experience. Groups of 2 students will lead class on a chosen chapter(s) or article in the readings. *Activities should run between* ***20-30 minutes*** *and scheduled for the end of the class period*. Facilitators are expected to read the assigned materials for their assigned class period thoroughly and critically. The facilitators must be prepared to lead an activity based on the material presented in the readings. Facilitation should help student explore abstract ideas as well as make concrete applications related to the course content. Students are encouraged to be creative and innovative in the method of simulating facilitation and discussion. *A typed up outline of the facilitation needs to be sent to the instructor two days before the class facilitation.* The schedule will be determined the first evening of class.

**4) Positional Debate (40 points)**

A debate format will be used to address issues in higher education from a contemporary viewpoint. The purpose of this assignment is to investigate a contemporary issue and to articulate a position based on your analysis of this information.

Each class member will be part of a team to debate for one of the following topics:

1. **Access**

Is access to higher education a privilege or a right?

**Pro** – Access to higher education should be considered a right. Everyone should have access to some form of higher education.

**Con** – Access to higher education should be considered a privilege. Not everyone can be accommodated, nor does everyone deserve to be.

1. **Athletics**

Do athletic programs take away from the University’s mission and values?

**Pro** – Higher education benefits from athletic programs and should promote and support them fully.

**Con** –Athletic programs divert attention away from academics thus overshadowing colleges’ primary goal of educational success. Educational values are not supported and a better balance is needed between athletics and academics.

1. **Online Education**

Should more online educational courses, learning modules be offered on university campuses?

**Pro** – Online education offers more access for students as well as allows for multiple ways of learning. Students should engage in online learning.

**Con** – Online education takes away from the value of the face to face University model. Students should not engage in online learning.

1. **Family/Parental Involvement**

Should families/parents be involved in their college student’s affairs?

**Pro –** Students and their families/parents alike are now part of the University. Families/parents should be integrated into the community.

**Con –** Students are being enabled by their families/parents when it comes to decision making, taking responsibly, etc. Families should not be involved within the college community.

**Debate Guidelines**

With Your Team:

* Prepare approximately 15 minutes of material to present your stance (pro or con) on the assigned issue.
* Each team member should have a part in the oral presentation.
* Emphasize logical, well developed arguments with supporting documentation, as well as counter-arguments to the opposing team's position.
* Provide a handout which includes citations for all references mentioned during the debate (for instructors and classmates).
* Use a minimum of five citations (sources provided in class may be used, however at least 2 sources need to be outside of class readings).
* All sources used should be fully and properly cited in APA format and include annotations.
* When paraphrasing from sources in the verbal presentation, phrasing should be similar to the following: “Smith has argued that....”
* For direct quotes, phrasing should include: “Jones has stated, quote, ... unquote.”
* Each team will present their 15 minute argument. Prep time will be allowed to prepare a rebuttal to the opposing argument during the class break. Each team will be given a five minute rebuttal to the opposing argument. After both rebuttals are presented, the floor will be open for questions from the other members of the class. Class members are expected to ask questions.

**5) Higher Education Issues Annotated Bibliography, Analysis Paper & Presentation (140 points)**

The purpose of this assignment is to gauge student’s understanding of an issue in higher education. This project will require the selection issue within a higher education that you examine. Students are required to use 3-5 scholarly sources (research study, chapter, book, article, etc.) for your paper.

Details:

*Annotated Bibliography*

* Each annotation should be no more than ½ page, single spaced.
* Your annotations for each of your 3-5 sources should do the following:
  + Summarize the source
  + Identify the purpose of the writing
  + Rely primarily on your own words and phrasing—use summary and paraphrase.
  + Discuss the source’s strengths and weaknesses. For instance, does the item offer a good introduction to the issue? Does the item deal with a particular aspect of the topic that is especially relevant to the issue you plan to address in your paper?
  + Describe how this piece will contribute to your paper.

*Paper*

The paper should be *7-10 pages* in length and should be written in APA 6th edition format and include the following sections:

* Introduction
* Summary
* Critique
* Implications
* Conclusion
* Bibliography

*Presentation*

Each student will present their issues in higher education analysis paper findings to the class either on (insert date) or (insert date). The presentation will be in a Pecha Kucha style. Pecha Kucha is Japanese for ‘chit chat.’ It is an innovative presentation format that allows presenters only 20 slides for 20 seconds each (20x20), with a total of 6 minutes and 40 seconds. You should set the images to advance automatically to keep on time. The presentation should succinctly cover the above areas as well as including an introduction to why the functional area was selected.

Resources:

* PechaKucha: <http://www.pechakucha.org/>
* 10 Tips to Create and Present PechaKucha: <http://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html>
* Guide to Making a PechKucha presentation: <http://avoision.com/pechakucha>

**Weekly Course Content:**

**\*\*Note: The instructor reserves the right to modify class activities. The dates of assigned course readings will remain constant.**

|  |  |
| --- | --- |
|  | |
| **Week #** | **Topic/Assignments** | | **Readings** |
| 1 | **Welcome & Course Overview** | |  |
| 2 | **Philosophical Foundation of Student Affairs** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 1, 2, 3 |
| 3 | **Learning In & Out of the Classroom** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapter 4  Renn & Reason (2012) Chapter 5, 6  Levine & Dean (2012) chapter 3 (on D2L) |
| 4 | **Challenges Promoting Learning and Development**  **Academic Freedom** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 5, 6, 8  **Assignment Due:**  In-Class Facilitation team 1 |
| 5 | **Technology & Student Learning** | | **Required Readings:**  Qualman, chapter 1 (on D2L)  Magolda & Baxter Magolda (2011) chapter 7  Levine & Dean (2012) chapter 2 (On D2L)  **Assignment Due:**  In-Class Facilitation team 2 |
| 6 | **Accountability & Accreditation** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 5, 6, 11  D2L readings  **Assignment Due:**  In-Class Facilitation team 3 |
| 7 | **Today’s College Student**  **Changing Student Demographic**  **Student-Athletes** | | **Required Readings:**  Renn & Reason (2012) chapter 1, 2, 3  Levine & Dean (2012) chapter 1 (on D2L)  D2L reading on student-athletes  **Assignment Due:**  In-Class Facilitation team 4 |
| 8 | **Ethical Dilemmas in Higher Education** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 22, 23, 24  D2L readings  **Assignment Due:**  In-Class Facilitation team 5 |
| 9 | **Mental Health**  **Health & Wellness**  **Abuse** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 8, 9  D2L readings  **Assignment Due:**  In-Class Facilitation team 6 |
| 10 | **Creating Inclusive Campus Environments**  **Identity Centers** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 12, 13, 16, 18, 21  **Assignment Due:**  In-Class Facilitation team 7 |
| 11 | **Learning & Social Justice**  **Civil Discourse** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 14, 15, 17,  Sue (2010) & chapters 1, 2 (on D2L)  **Assignment Due:**  Positional Debate teams 1 & 2 |
| 12 | **Student Learning Outcomes** | | **Required Reading:**  Renn & Reason (2012) chapter 9  Komives & Schoper (2006) (on D2L)  D2L readings  **Assignment Due:**  Positional Debate teams 3 & 4 |
| 13 | **Retention & Persistence** | | **Required Readings:**  Renn & Reason (2012) chapter 8, 10  D2L readings  **Assignment Due:**  Annotated Bibliography |
| 14 | **Family/Parental Involvement in Higher Education** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapter 10  D2L readings |
| 15 | **Presentations** | | **Assignment Due:**  Final Paper & Presentation |
| 16 | **Presentations & Course Wrap Up** | | **Assignment Due:**  Final Paper & Presentation |

**Bibliography:** (Key or essential references only. Normally the bibliography should be no more than one or two pages in length.)

Altbach, P. G., & Knight, J. (2007). The internationalization of higher education: Motivations and realities. *Journal of studies in international education*, *11*(3-4), 290-305.

Heyman, E. (2010). Overcoming student retention issues in higher education online programs. *Online journal of distance learning administration*, *13*(4).

Kitzrow, M. A. (2003). The mental health needs of today's college students: Challenges and recommendations. *Journal of Student Affairs Research and Practice*, *41*(1), 167-181.

Levine, A. & Dean, D. R. (2012). *Generation on a tightrope: A portrait of today’s college student.* San Francisco: Jossey-Bass.

McClellan, G. S., & Stringer, J. (Eds.). (2011). *The Handbook of Student Affairs Administration:(Sponsored by NASPA, Student Affairs Administrators in Higher Education)*. John Wiley & Sons.

Neave, G. (2000). *The Universities' Responsibilities to Society: International Perspectives. Issues in Higher Education Series*. Elsevier Science, Ltd., The Boulevard, Langford Lane, Kidlington, Oxford OX5 1GB, UK.

Pope, R. L., Reynolds, A. L., & Mueller, J. A. (2004). *Multicultural competence in student affairs.* San Francisco: Jossey-Bass.

Qualman, E. (2014). *What happens in Vegas stays on youtube.* Cambridge, MA: Equalman Studios.

Robinson, M. (2015). *Athletic identity invincible and invisible: The personal development of the athlete*. Sarasota, FL: First Edition Design.

Sue, D. W. (2010). *Microaggresions and marginality: Manifestation, dynamics, and impact.* Hoboken, New Jersey: John Wiley & Sons.

Suzuki, B. H. (2002). Revisiting the model minority stereotype: Implications for student affairs practice and higher education. *New directions for student services*, *2002*(97), 21-32.

Tierney, W. G. (1999). Models of minority college-going and retention: Cultural integrity versus cultural suicide. *Journal of Negro Education*, 80-91.

Van Damme, D. (2001). Quality issues in the internationalisation of higher education. *Higher Education*, *41*(4), 415-441.

Yorke, M., & Longden, B. (2004). *Retention and student success in higher education*. McGraw-Hill International.

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**Course Objectives and tentative course syllabus** with [mandatory information](http://www.uww.edu/acadaff/UCC/Mandatory_Info_Course_Syllabi.docx)(paste syllabus below):

**University of Wisconsin-Whitewater**

**College of Education and Professional Studies**

**HELEAD 723**

**Issues, Perspectives and Directions in Higher Education: A Professional Seminar**

**Instructor:** Dr. Kristina M. Navarro

HPERC, C&I-HELEAD

**Contact Info:** [navarrok@uww.edu](mailto:navarrok@uww.edu)

**Office Hours:** Monday 2-4pm, Wednesday 12-1pm, 2-4pm

**Course Description:**

This seminar will provide an introduction to contemporary issues in higher education, with a specific focus on understanding diverse student characteristics and subsequent issues faced in higher education settings at public, private and two year institutions. Student will learn to use research to support practice through an investigation of essential philosophical questions and current issues in higher education leadership settings. Students will apply reflections on their own practice as they develop skills of analysis and argumentation.

**Prerequisite:** Graduate status

**Learning Outcomes and Course Objectives:**

Thorough actively participating in class, you will be able to:

* Gain an understanding of the changing demographics of higher education.
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**The University of Wisconsin-Whitewater is dedicated to a safe, supportive and non-discriminatory learning environment. It is the responsibility of all undergraduates and graduate students to familiarize themselves with University policies regarding Special Accommodations, Academic Misconduct, Religious Beliefs Accommodation, Discrimination and Absence for University Sponsored Events (for details please refer to the Schedule of Classes; the “Rights and Responsibilities” section of the Undergraduate Catalog; the Academic Requirements and Policies and the Facilities and Services sections of the Graduate Catalog; and the “Student Academic Disciplinary Procedures” (UWS Chapter 14); and the “Student Nonacademic Procedures” (UWS Chapter 17)**

**General Course Requirements:**

Successful completion of in-class assignments is necessary to fulfill the requirements of this course. Due dates and expectations for course assignments are included in this syllabus. As a matter of fairness and courtesy to everyone in the class, there will be penalties associated with late papers and incompletes (except in reference to emergencies, professional development, or prior approved situations). Work later than one week will not be accepted.

All assignments should be double-spaced and written in paragraph format with 12 size font. When designated by instructor, formal written assignments should be prepared and submitted in accordance with format standards of the American Psychological Association (APA), 6th edition. If you are not familiar with the APA citation and referencing standards, please review the manual.

**Course Grade Policy**

**Total Points Possible: 400**

**Letter Grade Percentage**

**A 94-100**

**A- 90-93**

**B+ 87-89**

**B 83-86**

**B- 80-82**

**C+ 77-79**

**C 73-76**

**C- 70-72**

**D+ 67-69**

**D 63-66**

**D- 60-62**

**F 59 and below**

**Graded Activities and Assignments:**

**Assignments at a Glance:**

1. Attendance, Preparation, & In-Class Participation (80 points)
2. Weekly Article Review & Sharing(100 points)
3. In-Class Facilitation (40 points)
4. Positional Debate (40 points)
5. Higher Education Issues Annotated Bibliography, Analysis Paper, & Presentation (140 points)

**Assignments in Detail:**

1. **Attendance, Preparation, & In-Class Participation (80 points)**

Each student will be graded on attendance (including being on time), preparation for class (readings, etc.), and participation in-class. Class participation is essential for successful completion of the course. Students are expected to demonstrate, during both discussions and through questions asked during class that they have read the materials and are familiar with the course content. Unless otherwise approved prior to class, an absence will be handled as an unexcused absence.

***Unexcused absence:***

In this case, a student does not notify the instructor ahead of time or provide documentation of an emergency. The student will not receive attendance credit for the missed session, and will not be permitted to make up any missed assignments.

***Excused absence:***

In this case, a student does notify the instructor **ahead of time** and provides **documentation** for the absence. The student will not receive attendance credit, but will be permitted to make up missed assignments and have the option to complete an extra assignment to make up for attendance points lost. The instructor will work with each student individually to develop this assignment. Please note: Professional development and emergency situations must be communicated to the instructor and supported with documentation as soon as possible in order for them to be considered excused. No more than 2 excused absences will be granted per course. If for any reason a student missed 3 or more, they will receive a failing grade.

If you do receive an excused absence, you will need to complete a make-up assignment to be determined by instructor. Additionally, do not ask the instructor, “Did I miss anything in the last class?” (The answer is always yes!) Connect directly with your classmates to review what you missed.

The below rubric will be used to evaluate attendance, preparation, and active participation.

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| --- | --- | --- | --- |
| **CRITERIA** | **Exemplary** | **Proficient** | **Unsatisfactory** |
| **Class Preparation** | Displays an understanding of the specific topic or under discussion in a group and/or small group setting. Has clearly prepared by completing assigned reading. | Displays some understanding of the specific topic or under discussion. Responses are vague and show little preparation for class. | Displays little understanding of the specific topic under discussion. Does not participate in the class small group discussions. Clearly has not engaged in course activities and assigned readings. |
| **In-Class Participation** | Proactively participates in class environment. Discussions are respectful of others' ideas, opinions and feelings and assist in clarification of other participants' perspectives. | Participates in the class environment. Dialogue with class colleagues is respectful of others' ideas, opinions and feelings. | Does not comply with established group best practices for learning. Does not adhere to the ground rules of respect, confidentiality, and professionalism. |
| **Attendance** | Has attended all class sessions with 0 unexcused/ excused absences.  Has made up any work for pre-arranged, excused absences | Has attended the majority of classes, but has one unexcused absence or excused absence which has not been made up. | Has missed more than two class sessions.  Has more than two absences without supporting documentation  Has not completed any makeup or extra credit work. |
| **TOTAL POINTS \_\_\_\_\_\_\_\_\_\_** | | | |

**2)**  **Weekly Article Review & Sharing (100 points)** (10 total at 10 points each)

Select a hot topic, issue, or challenge in higher education each week (10 weeks total). The course textbooks will be used as a foundation, however each week students will be asked to identify at least one research article, article in the *Chronicle of Higher Education,* *Inside Higher Ed,* etc. This assignment is designed to provide current exposure to the current issues in higher education and to illustrate that the course is not only about the text book, but also current events. Students will share one article with a one-page summary and why it is important to this course and in higher education in general.

**3) Class Facilitation (40 points) As scheduled, per facilitation sign up**

The purpose of this assignment is to provide students with the opportunity to take an active role in the class teaching/learning experience. Groups of 2 students will lead class on a chosen chapter(s) or article in the readings. *Activities should run between* ***20-30 minutes*** *and scheduled for the end of the class period*. Facilitators are expected to read the assigned materials for their assigned class period thoroughly and critically. The facilitators must be prepared to lead an activity based on the material presented in the readings. Facilitation should help student explore abstract ideas as well as make concrete applications related to the course content. Students are encouraged to be creative and innovative in the method of simulating facilitation and discussion. *A typed up outline of the facilitation needs to be sent to the instructor two days before the class facilitation.* The schedule will be determined the first evening of class.

**4) Positional Debate (40 points)**

A debate format will be used to address issues in higher education from a contemporary viewpoint. The purpose of this assignment is to investigate a contemporary issue and to articulate a position based on your analysis of this information.

Each class member will be part of a team to debate for one of the following topics:

1. **Access**

Is access to higher education a privilege or a right?

**Pro** – Access to higher education should be considered a right. Everyone should have access to some form of higher education.

**Con** – Access to higher education should be considered a privilege. Not everyone can be accommodated, nor does everyone deserve to be.

1. **Athletics**

Do athletic programs take away from the University’s mission and values?

**Pro** – Higher education benefits from athletic programs and should promote and support them fully.

**Con** –Athletic programs divert attention away from academics thus overshadowing colleges’ primary goal of educational success. Educational values are not supported and a better balance is needed between athletics and academics.

1. **Online Education**

Should more online educational courses, learning modules be offered on university campuses?

**Pro** – Online education offers more access for students as well as allows for multiple ways of learning. Students should engage in online learning.

**Con** – Online education takes away from the value of the face to face University model. Students should not engage in online learning.

1. **Family/Parental Involvement**

Should families/parents be involved in their college student’s affairs?

**Pro –** Students and their families/parents alike are now part of the University. Families/parents should be integrated into the community.

**Con –** Students are being enabled by their families/parents when it comes to decision making, taking responsibly, etc. Families should not be involved within the college community.

**Debate Guidelines**

With Your Team:

* Prepare approximately 15 minutes of material to present your stance (pro or con) on the assigned issue.
* Each team member should have a part in the oral presentation.
* Emphasize logical, well developed arguments with supporting documentation, as well as counter-arguments to the opposing team's position.
* Provide a handout which includes citations for all references mentioned during the debate (for instructors and classmates).
* Use a minimum of five citations (sources provided in class may be used, however at least 2 sources need to be outside of class readings).
* All sources used should be fully and properly cited in APA format and include annotations.
* When paraphrasing from sources in the verbal presentation, phrasing should be similar to the following: “Smith has argued that....”
* For direct quotes, phrasing should include: “Jones has stated, quote, ... unquote.”
* Each team will present their 15 minute argument. Prep time will be allowed to prepare a rebuttal to the opposing argument during the class break. Each team will be given a five minute rebuttal to the opposing argument. After both rebuttals are presented, the floor will be open for questions from the other members of the class. Class members are expected to ask questions.

**5) Higher Education Issues Annotated Bibliography, Analysis Paper & Presentation (140 points)**

The purpose of this assignment is to gauge student’s understanding of an issue in higher education. This project will require the selection issue within a higher education that you examine. Students are required to use 3-5 scholarly sources (research study, chapter, book, article, etc.) for your paper.

Details:

*Annotated Bibliography*

* Each annotation should be no more than ½ page, single spaced.
* Your annotations for each of your 3-5 sources should do the following:
  + Summarize the source
  + Identify the purpose of the writing
  + Rely primarily on your own words and phrasing—use summary and paraphrase.
  + Discuss the source’s strengths and weaknesses. For instance, does the item offer a good introduction to the issue? Does the item deal with a particular aspect of the topic that is especially relevant to the issue you plan to address in your paper?
  + Describe how this piece will contribute to your paper.

*Paper*

The paper should be *7-10 pages* in length and should be written in APA 6th edition format and include the following sections:

* Introduction
* Summary
* Critique
* Implications
* Conclusion
* Bibliography

*Presentation*

Each student will present their issues in higher education analysis paper findings to the class either on (insert date) or (insert date). The presentation will be in a Pecha Kucha style. Pecha Kucha is Japanese for ‘chit chat.’ It is an innovative presentation format that allows presenters only 20 slides for 20 seconds each (20x20), with a total of 6 minutes and 40 seconds. You should set the images to advance automatically to keep on time. The presentation should succinctly cover the above areas as well as including an introduction to why the functional area was selected.

Resources:

* PechaKucha: <http://www.pechakucha.org/>
* 10 Tips to Create and Present PechaKucha: <http://blog.indezine.com/2012/05/10-tips-to-create-and-present-pecha.html>
* Guide to Making a PechKucha presentation: <http://avoision.com/pechakucha>

**Weekly Course Content:**

**\*\*Note: The instructor reserves the right to modify class activities. The dates of assigned course readings will remain constant.**

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|  | |
| **Week #** | **Topic/Assignments** | | **Readings** |
| 1 | **Welcome & Course Overview** | |  |
| 2 | **Philosophical Foundation of Student Affairs** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 1, 2, 3 |
| 3 | **Learning In & Out of the Classroom** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapter 4  Renn & Reason (2012) Chapter 5, 6  Levine & Dean (2012) chapter 3 (on D2L) |
| 4 | **Challenges Promoting Learning and Development**  **Academic Freedom** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 5, 6, 8  **Assignment Due:**  In-Class Facilitation team 1 |
| 5 | **Technology & Student Learning** | | **Required Readings:**  Qualman, chapter 1 (on D2L)  Magolda & Baxter Magolda (2011) chapter 7  Levine & Dean (2012) chapter 2 (On D2L)  **Assignment Due:**  In-Class Facilitation team 2 |
| 6 | **Accountability & Accreditation** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 5, 6, 11  D2L readings  **Assignment Due:**  In-Class Facilitation team 3 |
| 7 | **Today’s College Student**  **Changing Student Demographic**  **Student-Athletes** | | **Required Readings:**  Renn & Reason (2012) chapter 1, 2, 3  Levine & Dean (2012) chapter 1 (on D2L)  D2L reading on student-athletes  **Assignment Due:**  In-Class Facilitation team 4 |
| 8 | **Ethical Dilemmas in Higher Education** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 22, 23, 24  D2L readings  **Assignment Due:**  In-Class Facilitation team 5 |
| 9 | **Mental Health**  **Health & Wellness**  **Abuse** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 8, 9  D2L readings  **Assignment Due:**  In-Class Facilitation team 6 |
| 10 | **Creating Inclusive Campus Environments**  **Identity Centers** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 12, 13, 16, 18, 21  **Assignment Due:**  In-Class Facilitation team 7 |
| 11 | **Learning & Social Justice**  **Civil Discourse** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapters 14, 15, 17,  Sue (2010) & chapters 1, 2 (on D2L)  **Assignment Due:**  Positional Debate teams 1 & 2 |
| 12 | **Student Learning Outcomes** | | **Required Reading:**  Renn & Reason (2012) chapter 9  Komives & Schoper (2006) (on D2L)  D2L readings  **Assignment Due:**  Positional Debate teams 3 & 4 |
| 13 | **Retention & Persistence** | | **Required Readings:**  Renn & Reason (2012) chapter 8, 10  D2L readings  **Assignment Due:**  Annotated Bibliography |
| 14 | **Family/Parental Involvement in Higher Education** | | **Required Readings:**  Magolda & Baxter Magolda (2011) Chapter 10  D2L readings |
| 15 | **Presentations** | | **Assignment Due:**  Final Paper & Presentation |
| 16 | **Presentations & Course Wrap Up** | | **Assignment Due:**  Final Paper & Presentation |