Catalog Description
This course provides an overview of the development and current status of higher education in the United States. Participants will review the historical evolution of higher education and the institutions’ roles in American society. Higher education systems will be highlighted through both internal and external perspectives. Twenty-first century opportunities and challenges will be examined.

Course Overview
Institutions of higher education (IHEs) are complex organizations. This course will identify the major past trends in higher education and relate them to challenges the systems are currently experiencing. IHEs will be examined from a variety of perspectives including governmental, academic, student, administrative and legal viewpoints.

ENDURING UNDERSTANDINGS: Upon completion of this course, participants will understand that:
- Institutions of higher education (IHEs) have evolved historically within a variety of cultures and societies;
- IHEs have been shaped by their respective societies, and have in turn contributed to the shaping of those societies;
- Domestic and international IHEs encompass a wide variety of colleges and universities with differing missions and formats.
- In the twenty-first century, IHEs face numerous challenges and opportunities.

ESSENTIAL QUESTIONS
- In what ways have IHEs developed historically?
- How have IHEs interacted with (that is, shaped and been shaped by) the societies in which they have developed?
- What are the reasons for the broad spectrum of college and university types, and what are the implications of this variety?
- What are the current issues facing IHEs and what are some possible solutions?
Conceptual Framework – College of Graduate Studies Hallmarks

- **Leadership & Advocacy** is addressed throughout this course as participants create presentations debating a current issue from a variety of perspectives.
- **Scholarship & Action** is addressed as participants discuss readings.
- **Reflection & Innovation** is addressed through writing as students review the historical development of IHE’s to understand their current status.
- **Professionalism & Service** is addressed as students evaluate current perspectives and share those perspectives with other participants.
- **Global Awareness & Social Responsibility** is addressed as students discover the importance of globalization in higher education through their readings.

Textbook List/Bibliography/Recommended Reading/Resources

**Required Readings**


*Chronicle of Higher Education* – Student will be required to purchase a six-month subscription.

For assistance with APA style, see the APA website for rich resources:
http://www.apastyle.org/index.aspx

**Recommended Readings**


It is recommended that you have the Publication Manual of the American Psychological Association, 6th edition, for use in all of your graduate courses.

Additional resources may be contributed by students and the instructor during the term and will be posted in Moodle.
## Professional Standards, Course Goals/Objectives, and Assessment

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Enduring Understandings</th>
<th>Evaluation Tool</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Events Discussions – Students will be assigned to lead one weekly discussion forum related to an IHE current event highlighted in the Chronicle</td>
<td>In the twenty-first century, IHEs face numerous challenges and opportunities.</td>
<td>Discussion Forum Rubric (Appendix A)</td>
</tr>
<tr>
<td>Discussions on other readings</td>
<td>Institutions of higher education (IHEs) have evolved historically within a variety of cultures and societies.</td>
<td>Discussion /Panel Discussion Forum Rubric (Appendix A)</td>
</tr>
<tr>
<td>Historical Perspective: Students will be asked to write and discuss the development of an IHE of their choosing highlighting the major historical events that shaped the institution. This will be shared in Moodle.</td>
<td>Institutions of higher education (IHEs) have evolved historically within a variety of cultures and societies.</td>
<td>Graduate Writing Rubric (Appendix B)</td>
</tr>
<tr>
<td>Essay and Presentation: Students will choose one</td>
<td>In the twenty-first century, IHEs face numerous challenges and opportunities.</td>
<td>Graduate Writing and Presentation Rubrics</td>
</tr>
</tbody>
</table>
external perspective and one internal perspective and create a persuasive essay and presentation regarding one current IHE challenge from each perspective.

challenges and opportunities.  (Appendices B and C)

Content of Course Which Addresses Technological Standards/Competence

This course is offered in a blended format with additional course participation occurring in the Moodle Content Management System. In addition, the role technology plays in supporting the business of higher education will be highlighted as a curricular component.

Evaluation Plan/Grading Scale

Current Event Discussion Forum 15% of grade
Readings Discussion Forum 15% of grade
Historical Perspective Paper 30% of grade
IHE Challenge Essay and Presentation 40% of grade

Incompletes: An instructor may decide to enter a grade of Incomplete (IC) on a student’s record if unusual circumstances prevent completion of the course on time, and a minimal portion (25% or less) of the total class work needs to be completed. The course must be completed by the date specified by the instructor, which cannot exceed one year beyond the original term of course completion. If the course is not completed by this date, the grade specified by the instructor will be recorded. If no grade is specified, a default grade of F will be recorded. The instructor is responsible for documenting and notifying the student of the work to be completed and the deadline. A student may not graduate with an Incomplete on his or her transcript.

Tentative Course Calendar/Agenda

On-Line Modules begin Sept 1.

- Higher education – a historical perspective
- External Influences on higher education
  o Governments
  o Stakeholders
  o Culture & Society
- Internal Influences on higher education
  o Students
  o Faculty
  o Administration
- 21st Century Challenges and Opportunities
  o Technology
  o Funding
- Vision – what’s next?
First Class Meeting: Sept. 28th: 10 - 3PM

- Students will be assigned specific developments in higher education and lead a panel discussion during our first meeting. Students will develop a Historical Perspective Paper on their findings.
- In what ways have IHEs developed historically?

Second Class Meeting: Oct. 19th: 10 - 3PM

- Students will bring in articles for discussion from the Chronicle regarding: Governments, Stakeholders and Culture & Society.
- Domestic and international IHEs encompass a wide variety of colleges and universities with differing missions and formats.
- How have IHEs interacted with (that is, shaped and been shaped by) the societies in which they have developed?

Third Class Meeting: Nov. 2nd: 10 - 3PM

- Chapters from American Higher Education in the 21st century will be assigned to students for in-class demonstrations
- 21st Century Challenges and Opportunities
- What are the current issues facing IHEs and what are some possible solutions?

Final Class Meeting: Nov. 23rd: 10 - 3PM

Presentations and Challenge Essay Paper
- Students will choose one external perspective and one internal perspective and create a persuasive essay and presentation regarding one current IHE challenge from each perspective.
- Vision: What’s next for Higher Education?

Instructor Additions

Discussions without research are “just” chatting. Please bring in viable connections to on-line discussion forums.

Assessment Rubrics

All rubrics will be posted in Moodle and are available in the appendices of this document.

University Policies and Procedures

- Email Policy: PSU has a specific policy related to email correspondence:

  3.1.0.3 The University has a responsibility to protect students’ and staff rights as well as ensure the accuracy of its business processes based on e-mail correspondence. Therefore, email containing official business of the University shall be addressed to the person’s official University email address and should not be addressed to alternative addresses.
In order to comply with this policy, CoGS staff members use only PSU email addresses. We ask that you please use your Plymouth e-mail address for all correspondence with us, your advisees and students.

- **ADA Policy:** Plymouth State University is committed to providing students with documented disabilities equal access to all university programs and facilities. If you think you have a disability requiring accommodations, you should contact the PASS office in Lamson library (535-2270) to determine whether you are eligible for such accommodations. Academic accommodations will only be considered for students who have registered with the PASS Office. If you have a Letter of Academic Accommodation for this course from the PASS office, please provide the instructor with that information privately so that adaptations can be made to meet your needs. Course materials online comply with the Web-based Intranet and Internet Information and Applications Standards in accordance with ADA Section 508.

- **Academic Integrity:** Academic integrity is the foundation of the pursuit of knowledge. All members of the academic community are expected to be dedicated to the pursuit of knowledge in an honest, responsible, respectful, and ethical manner. Every violation of academic integrity is an affront to the academic community. Violations of academic integrity make fair evaluation impossible and cast doubt upon the seriousness with which students accept the responsibility of acquiring an education. Members of the academic community are expected to report all instances of those violations of academic integrity that come to their attention. Both faculty and administration consider it their duty, as guardians of academic standards and intellectual honesty, to enforce the academic integrity policy by prosecuting all cases of violation of academic integrity to the fullest extent. Students are urged to consider that it is the toleration of violations of academic integrity, and not the reporting of it, that is dishonorable. Please refer to the Graduate Catalog for more information and the entire policy.

- **Sensitive Materials:** Material in this course, in some instances, may be sensitive or emotionally provocative. As you review the syllabus, or at any time during the course, please let your instructor know if you anticipate, or are having, a problem with any assignment or classroom activity. We can then discuss how this assignment or activity is necessary for meeting course competencies and whether an alternative assignment or activity can be considered. We can also discuss campus resources that you may find helpful in dealing with your concerns.

- **Plymouth State University Curtailed Operations Information:** Plymouth State University normally remains open through inclement weather. Because most students live within minutes of the campus, every effort is made to avoid an official closing. There may be times, however, when an emergency or extreme weather conditions necessitate a general closing of the University.

Please sign up for PSU Alert Emergency Text Messaging at: plymouth.edu/alerts
Following are the PSU curtailed operations and/or class cancellation notification procedures:

In the event of severe weather or an emergency, the University Administration will do all it can to decide on and post notifications of class/event cancellations and/or facility closures by 6:00 a.m. for classes running during the day. For canceling evening classes, the decision is usually made and communicated no later than 3:00 p.m. Every effort will be made to make the decision as early as possible. If you are wondering, call the storm line (603-535-3535) or check the PSU website.

Use your own judgment about travel during inclement weather; the best choice is the one that keeps you safe. Notify your instructor(s) if you have to miss a class.

- **Lamson Library and Learning Commons**
  Access to the IT Help Desk is available at 603-535-2929. Log in to MyPlymouth to access all of the Lamson Library and Learning Common resources and services. The Writing Center and the PASS office are located in the lower level of Lamson; the Help Desk in on the Main Floor.
Appendix A: Discussion Forum Rubric

<table>
<thead>
<tr>
<th>Task</th>
<th>Exemplary 4-5 points</th>
<th>Satisfactory 2-3 points</th>
<th>Unsatisfactory 0-1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of original posting</td>
<td>Discussion forum response illustrates an understanding of the material and is supported by readings, personal experiences, or the stories of others.</td>
<td>Discussion forum response illustrates an understanding of the material. Concepts are illustrated with personal experiences, or the stories of others.</td>
<td>Discussion forum response illustrates a minimal or no understanding of the material. There is little or no supporting evidence.</td>
</tr>
<tr>
<td>Emoticons are acceptable because they are generally well known, &quot;text-speak&quot; is unacceptable.</td>
<td>Work is free of grammatical and spelling errors.</td>
<td>Work has 2 or less grammatical or spelling errors.</td>
<td>Work has 3 or more grammatical or spelling errors.</td>
</tr>
<tr>
<td>Mechanics</td>
<td>Discussion forum assignment was shared early in the module so others could respond</td>
<td>Discussion forum assignment was posted.</td>
<td>Posted discussion forum assignment, but too late for others to comment</td>
</tr>
<tr>
<td>Participation in Discussions</td>
<td>Posted comments to at least two other colleagues per forum and continued responding to comments to their discussion forum assignment.</td>
<td>Posted comments to at least two other colleagues.</td>
<td>Occasionally posted responses to other participants’ comments</td>
</tr>
<tr>
<td>Frequency of Participation</td>
<td>Feedback to colleagues is constructive, specific, provides new perspectives and serves to extend the conversation rather than end it.</td>
<td>Feedback to colleagues is respectful and provides new perspectives.</td>
<td>Feedback to colleagues is general in nature.</td>
</tr>
<tr>
<td>Quality of Feedback to others</td>
<td>Posting is in the spirit of dialog (collaborative) rather than debate (argumentative).</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Name:  
Module:  
Grade:  
Points Received  
Comments:  
# Appendix B: Graduate Writing Rubric

<table>
<thead>
<tr>
<th>Essential Elements</th>
<th>1 Misses Target</th>
<th>2 Does Not Meet Standard</th>
<th>3 Approaching Target</th>
<th>4 On Target</th>
<th>5 Completely Meets Standard</th>
<th>6 Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Lacks purpose</td>
<td>Unclear purpose</td>
<td>Limited expression of purpose</td>
<td>Purpose is clearly expressed and is justified</td>
<td>Purpose is clearly expressed; data is integrated</td>
<td></td>
</tr>
<tr>
<td><strong>Development</strong></td>
<td>Inappropriate response to thesis, or lacks thesis; no topic development</td>
<td>Undeveloped or vague thesis, theme or topic</td>
<td>Rudimentary development of thesis, theme or topic; limited in depth or clarity</td>
<td>Good development of thesis, theme or topic; conclusion is more than a summary</td>
<td>Fully developed thesis, theme or topic; writer draws a conclusion</td>
<td>Fully developed, original, insightful thesis, theme or topic &amp; conclusion</td>
</tr>
<tr>
<td><strong>Content/Sources</strong></td>
<td>Writer has not included appropriate content and/or sources</td>
<td>Writer has used limited resources, &amp;/or has relied on non-refereed sources</td>
<td>Writer has used limited, though appropriate, resources</td>
<td>Writer has used sufficient, appropriate sources to support thesis, theme or topic</td>
<td>Writer has used significant primary source material to support thesis, theme or topic</td>
<td>Writer has integrated and synthesized significant primary source material</td>
</tr>
<tr>
<td><strong>Details</strong></td>
<td>Virtually no relevant details</td>
<td>Few relevant details</td>
<td>Details lack elaboration; important details omitted</td>
<td>Details are adequate &amp; relevant</td>
<td>Details are specific &amp; enhance development</td>
<td>Rich supporting details</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Lacks organization</td>
<td>Unclear organizational strategy</td>
<td>Organizational strategy includes transitions</td>
<td>Logical progression of ideas</td>
<td>Logical &amp; controlled organization from beginning to end; non-formulaic</td>
<td>Writer expresses relationships among ideas; careful &amp; subtle organization</td>
</tr>
<tr>
<td><strong>Sentences</strong></td>
<td>Many fragments, fused sentences &amp;/or run-ons</td>
<td>Poor sentence structure</td>
<td>Complete sentences</td>
<td>Complete sentences; some sentence variety</td>
<td>Sentence variety &amp; patterns are appropriate for style &amp; effect</td>
<td>Sentence variety &amp; patterns are used to enhance style &amp; effect</td>
</tr>
<tr>
<td><strong>Word Choice</strong></td>
<td>Extremely limited vocabulary</td>
<td>Limited vocabulary</td>
<td>Appropriate vocabulary</td>
<td>Effective diction</td>
<td>Varied, precise diction</td>
<td>Sophisticated diction</td>
</tr>
<tr>
<td><strong>Grammar, Usage, Mechanics</strong></td>
<td>Errors in grammar, usage &amp;</td>
<td>Errors in grammar, usage &amp;</td>
<td>Errors in grammar, usage &amp;</td>
<td>Some errors in grammar, usage &amp;</td>
<td>Few or no errors in grammar, usage &amp;</td>
<td>Mastery of grammar, usage &amp;</td>
</tr>
<tr>
<td>Mechanics interfere with communication</td>
<td>Mechanics are distracting</td>
<td>Mechanics are disproportionate to length &amp; complexity of piece</td>
<td>Mechanics but they do not distract significantly from the overall quality of the piece</td>
<td>Usage or Mechanics</td>
<td>Mechanics</td>
<td></td>
</tr>
<tr>
<td>----------------------------------------</td>
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<td>------------------------------------------------------------</td>
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<td></td>
</tr>
<tr>
<td>Errors in citations, formatting &amp; writing interfere with communication, or work contains plagiarized content</td>
<td>Errors in citations, formatting &amp; writing are distracting</td>
<td>Several errors in citations, formatting &amp; writing, &amp;/or errors appear to be careless</td>
<td>Few errors in the application of the required writing style, format, citations &amp;/or reference list</td>
<td>No errors in the application of the required style in any part of the paper</td>
<td>Mastery of all applicable style requirements throughout the work.</td>
<td></td>
</tr>
</tbody>
</table>

This rubric has been developed for use by students as they craft their written work and by instructors as they assess student work. This rubric does not supersede instructions provided by instructors or contained on syllabi. Students should consult with their instructors to be sure they understand expectations and requirements for all written work, including the required style guide.
### Appendix C: Presentation Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4- Excellent</th>
<th>3- Good</th>
<th>2- Average</th>
<th>1- Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The content is written clearly and concisely with a logical progression of ideas and supporting information. The project includes motivating questions and advanced organizers. The project gives the audience a clear sense of the project’s main idea. Information is accurate, current and comes mainly from primary sources.</td>
<td>The content is written with a logical progression of ideas and supporting information. Includes persuasive information from reliable sources.</td>
<td>The content is vague in conveying a point of view and does not create a strong sense of purpose. Includes some persuasive information with few facts.</td>
<td>The content lacks a clear point of view and logical sequence of information. Includes little persuasive information and only one or two facts about the topic.</td>
</tr>
<tr>
<td><strong>Citations</strong></td>
<td>Sources of information are properly cited so that the audience can determine the credibility and authority of the information presented. All sources of information are clearly identified and credited using APA citations throughout the project.</td>
<td>Most sources of information use proper APA citation, and sources are documented to make it possible to check on the accuracy of information.</td>
<td>Sometimes copyright guidelines are followed and some information, photos and graphics do not use proper APA citations.</td>
<td>No way to check validity of information.</td>
</tr>
<tr>
<td><strong>Writing Mechanics</strong></td>
<td>The text is written with no errors in grammar, capitalization, punctuation, and spelling.</td>
<td>The text is clearly written with little or no editing required for grammar, punctuation, and spelling.</td>
<td>Spelling, punctuation, and grammar errors distract or impair readability. (3 or more errors)</td>
<td>Errors in spelling, capitalization, punctuation, usage and grammar repeatedly distract the reader and major editing and revision is required. (more than 5 errors)</td>
</tr>
<tr>
<td><strong>Sequencing of Information</strong></td>
<td>Information is organized in a clear, logical way. It is easy to anticipate the type of material that might be on the next card.</td>
<td>Most information is organized in a clear, logical way. One card or item of information seems out of place.</td>
<td>Some information is logically sequenced. An occasional card or item of information seems out of place.</td>
<td>There is no clear plan for the organization of information.</td>
</tr>
<tr>
<td><strong>Use of Graphics</strong></td>
<td>All graphics are attractive (size and colors) and support the theme/content of the presentation.</td>
<td>A few graphics are not attractive but all support the theme/content of the presentation.</td>
<td>All graphics are attractive but a few do not seem to support the theme/content of the presentation.</td>
<td>Several graphics are unattractive AND detract from the content of the presentation.</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>Project includes all material needed to gain a comfortable understanding of the topic. It is a highly effective evaluation of the title.</td>
<td>Project includes most material needed to gain a comfortable understanding of the material but is lacking one or two key elements. It is an adequate evaluation of the title.</td>
<td>Project is missing more than two key elements. It would make an incomplete evaluation of the title.</td>
<td>Project is lacking several key elements and has inaccuracies that make it a poor evaluation of the title.</td>
</tr>
</tbody>
</table>