Human Services and Educational Leadership  
HEDL 6325  
Critical Issues in Higher Education  
Summer 2023

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Course Location: online  
Office Hours: M-F by appt  
Credits: 3

Prerequisites: Admission to doctoral candidates formally admitted to the doctoral program in Educational Leadership.

I. Course Description:  
This course provides students with various critical issues facing higher education. Students will learn how those critical issues impact higher education. Students will explore and analyze the critical issues in higher education and describe the potential implications. From these issues, students will develop an understanding of the changing environment within American higher education.

Course Credit Hour Justification:  
This course is a 3 credit hour course and one of the course requirements for the Ed.D. in Educational Leadership with a concentration in higher education. Students are expected to actively engage in discussions, complete all readings assigned for class discussion (via zoom or D2L), and complete all writing activities and/or projects. Each week of a 15-week semester, doctoral students will engage in 3 hours of instructor-directed activities including items such as a variety of activities, discussions, readings, case studies, etc. In each module, the student will read articles/chapters, watch appropriate videos, take quizzes, and complete all projects. Each week, students will also devote a minimum of 6 hours on the necessary course requirements, such as but not limited to out-of-class case studies, discussions, recorded presentations, readings, research, and writing. Each doctoral student will prepare written papers and presentations. [total instructor-directed activities=45 hours and total out-of-class activities= 90 hours; total hours=135 hours for the 3 credit hours].  
**Since this is a summer, 13-week course rather than a 15 week course the weekly hours will be a bit more but the total 135 hours for the 3 hour course will remain the same.

Diversity Statement: The James I. Perkins College of Education Diversity Statement is found at the following link: https://www.sfasu.edu/coe/about/deans-office-statements
II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes (PLOs):
Students graduating with an Ed.D. in Educational Leadership will be able to:
1. use data, policy and research to lead continuous improvement and drive transformative change and innovation in P-20 education settings (RSCH 6314)
2. demonstrate knowledge of ethical and moral responsibilities of leadership (EDLE 6342)
3. apply theory and contextual knowledge to educational practice (EDLE 6341)
4. practice analytical and communication skills in leadership roles (EDLE 6345)
5. understand, design, and conduct research in educational leadership (EDLE 6199)

Student Learning Outcomes (SLOs):
By the end of the course, students will be able to:
1. Develop oral and written communication, sharpen presentation techniques, and enhance the ability to contribute to scholarly discussions.
2. Describe major issues facing higher education.
3. Explore and analyze various perspectives on the issues in higher education.
4. Explain strengths, weaknesses, opportunities and threats regarding universities and colleges.
5. Describe the changing environment and possible implications to higher education.

III. Course Assignments, Activities, Instructional Strategies, use of Technology

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<tr>
<th>WEEK</th>
<th>MODULE</th>
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<tbody>
<tr>
<td>May 8-May 21</td>
<td>Module 1: College (Un)Bound</td>
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<td>May 22-June 4</td>
<td>Module 2: Digital Future</td>
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<td>June 5-June 11</td>
<td>Module 3: University and Mental Health Issues</td>
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<td>June 12-June 18</td>
<td>Module 4: Crisis and Campus Safety</td>
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<td>June 20-July 2</td>
<td>Module 5: The Professoriate in the Twenty-First Century</td>
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<td>July 3-July 9</td>
<td>Module 6: Politics of Higher Education</td>
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<td>July 10-July 23</td>
<td>Module 7: Social Justice and More</td>
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<tr>
<td>July 24-August 3</td>
<td>Module 8: A Challenge As I See It…</td>
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IV. Evaluation and Assessment (Grading)

**All decisions about the evaluation/grading of student material rest with the professor.**

Current Events (and Discussions) (15%): Each module, students will find a news article related to the module topic. Students will post the news article and a one-page summary of the information and implications of the topic to higher education.

College (Un)Bound Reflective Paper (Module 1) 10%: The student will select one aspect of this book and write a 5-7 page reflective paper using 5 additional resources. Use APA, Times New Roman, 12-point font with a cover page. More information can be found in the online module.

Sway and/or Discussion Assignments (Module 2, 3, and 4) 15% (5% each): Using Sway, you will be asked to create a digital presentation regarding the assigned topic. Using creative ability, the student will delve deeper into the module topic and create a more informal paper using various mediums (videos, pictures, words, graphics, etc.).

Professoriate Interview and Paper (Module 5) 10%: The student will select a professor in a higher education position to interview. As a class, we will discuss topics and/or questions. The student will interview the professor by discussing critical issues facing higher education. Specific guidelines regarding the written paper will be given in the online module regarding the interview process.

Politics of Education Case Study (Module 6) 10%: The student will develop an original case study that includes real life scenarios you have encountered in your work life. However, if this is not possible, of course, you can use fictional information. When using names, please use fictional names. During this development of a case study, the student should determine a political issue, investigate and critically analyze this issue, examine different possible solutions/perspectives using supporting evidence through research. Then, the student will write the developed case study. More information will be found in the module.

Social Justice and More (Module 7) 10%: The student will write a 5-6 page paper describing how, as an educational leader, he/she could provide leadership to faculty, staff and students “regarding social justice issues and ways to notice and dismantle unquestioned structural barriers to learning.” (McDermott, p. 3). In other words, how can you, as an educational leader, make a difference in the battle for social justice? More information on this assignment can be found in the online module.

A Higher Education Challenge As I See It… Book Choice (Module 8): 30% The student will select and read a book on a critical issue facing higher education. Then, the student will write a paper that includes a synthesis of the critical issues described in the book. This paper should be 12-14 pages, APA format, and double-spaced. Specific guidelines will be included in the online module. The student will also include an oral presentation in video format. The students will choose the book with the approval of the instructor. Each student will be expected to choose a different book.
Evaluation:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Current Events and Discussions</td>
<td>15%</td>
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<tr>
<td>College (Un)Bound Reflective Assignment</td>
<td>10%</td>
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<tr>
<td>Sway Assignments (5% each)</td>
<td>15%</td>
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<tr>
<td>Professoriate Interview and Paper</td>
<td>10%</td>
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<tr>
<td>Politics of Education Case Study</td>
<td>10%</td>
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<tr>
<td>Social Justice and More</td>
<td>10%</td>
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<tr>
<td>A Higher Education Challenge Book Choice and video</td>
<td>30%</td>
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<table>
<thead>
<tr>
<th>Grade</th>
<th>Average</th>
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<tbody>
<tr>
<td>A</td>
<td>90-100</td>
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<tr>
<td>B</td>
<td>80-89</td>
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<tr>
<td>C</td>
<td>70-79</td>
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<td>F</td>
<td>Below 69</td>
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**If you fail to submit an assignment, your grade will drop a letter grade.**

V. Tentative Course Outline/Calendar

The tentative course outline is aligned to the designated assignments, due dates, discussion topics and other related activities. The student should note that the instructor has the flexibility to modify assignments and/or the schedule/deadlines of activities/assignments. The professor will notify the student of any changes. Please find the calendar in the “Getting Started Module” in Brightspace.

VI. Readings (required and possibly recommended)

Selected course readings include but are not limited to the following required books. Other readings such as articles and chapters may be given throughout the semester.

**Required:**


McDermott, V. (2017). *We must say no to the status quo: Educators as allies in the battle for social justice*. Corwin.


Additional Readings (Additional readings will be expected. Some places these may include are the following):

Chronicle of Higher Education
Inside Higher Ed
Student selected book
Open Access Materials in Brightspace

VII. Course Evaluations

Near the end of each semester, students in the College of Education electronically evaluate course taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policies

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports (including the first 12 day attendance report) and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences. Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.
Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/

Student Academic Dishonesty: Policy 4.1

Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Faculty members must promote the components of academic integrity in their instruction, and course syllabi are required to provide information about penalties for cheating and plagiarism, as well as the appeal process.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
Upon the request from student to the instructor of record and at the discretion of the instructor of record with the approval of the academic unit head, a grade of WH may be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work by the deadline set by the instructor of record, not to exceed one calendar year from the end of the semester in which they
receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Military Service Activation (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

If a student has been found guilty of academic dishonesty, a grade of “WP” or “WH” may be changed to “WF” at the discretion of the faculty member. In the case of a grade change to “WF”, the course will not count towards the six course drop limit since the student is incurring an academic penalty.

**Student Code of Conduct: Policy 10.4**

Disorderly conduct including but not limited to: (a) disruption or Interference of Students, faculty, administration, staff, the educational mission, or routine operations of the University. (b) Commercial solicitation on campus or with University resources without prior approval from University officials. (c) Failure to comply with a reasonable and lawful request or directive of University Officials. (d) Facilitation of Student misconduct including but not limited to assisting, conspiring, soliciting, or encouraging others to engage in conduct which violates the Student Code of Conduct.

The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Early Alert Program at SFA.

**Available Resources**

SFA values students’ mental health and the role it plays in academic and overall student success. SFA provides a variety of resources to support students’ mental health and wellness. Many of these resources are free, and all of them are confidential.

**On-campus Resources:**
SFASU Counseling Services • [www.sfasu.edu/counselingservices](http://www.sfasu.edu/counselingservices)
Health and Wellness Hub (corner of E. College and Raguet) • 936-468-2401

**SFASU Human Services Counseling Clinic** • [www.sfasu.edu/humanservices/139.asp](http://www.sfasu.edu/humanservices/139.asp)
Human Services Room 202 • 936-468-1041

**Crisis Resources:**
Burke 24-hour crisis line 1(800) 392-8343
Suicide Prevention Lifeline 1(800) 273-TALK (8255)
Crisis Text Line: Text HELLO to 741-741