EDUC 763-Introduction to Doctoral Studies in Higher Education
College of Education, University of Massachusetts Amherst
Fall, 2014
Mondays, 7pm

Instructor
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Office Hours: by appt.

Purpose & Objectives
This is the initial course for newly admitted students with a specialized concentration in higher education within the education policy and leadership doctoral program. The course is designed to provide an overview of the higher education system in the United States and to introduce higher education as a field of study and area of academic research. Students will become familiar with the main areas of study within higher education and will explore these areas in more depth via scholarly writing. At the conclusion of this course, each student will have an increased understanding of:

1) Existing sources of knowledge in the area of higher education and how to access them;
2) The nature and organization of American higher education as a system;
3) The major subfields of higher education scholarship and the connections between them;
4) Current issues and trends within the higher education policy and research arenas.

Accommodations
The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify the instructors within the first two weeks of the semester so that I may make appropriate arrangements. Also, please inform the instructors of any religious observances that will require you to miss class or require special accommodation.

Academic Honesty
The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore expected and required of all students at the University of Massachusetts Amherst. Academic dishonesty (cheating, fabrication, plagiarism, facilitating dishonesty) is prohibited in all programs of the University and will not be accepted in this classroom.
**Expectations**

- Students are expected to attend all classes. If it is necessary to miss a class, please notify the instructor as far in advance as possible.
- Students are expected to devote adequate time outside of class to complete readings, assignments, and projects on time. If it is necessary to be late on any course requirement, please notify the instructor as far in advance as possible.
- Written work for the course is expected in 12-point font, double-spaced, with 1-inch margins, and in correct APA format unless otherwise specified (buy the recommended book if necessary).
- Assignments will be turned in electronically via Moodle, and should be in Word (or compatible) format. Filename should have your last name first, with an informative title following that. I will provide feedback via track changes, unless other arrangements are made.
- Students should expect that the instructor will:
  - Be prepared for class, read and return your work in a timely manner, and be interested and engaged in your work;
  - Remember that each of you brings a different background, experience, and perspective to this course;
  - Meet with you individually or in groups and be available in person and by e-mail.
- The students and the instructor are expected to take part in a scholarly exchange concerning issues in higher education. This requires a willingness to bring experiences and thoughts to class and to share them, to listen to the input of all other members of the class, to engage in conversation respectfully, and to work genuinely toward a greater collective understanding of the issues.

**Course Assignments**

1. **Article Summary and Leading Class Discussion (10%).** Each person will sign up to lead a portion of the class discussion for one week during the semester. Discussion leaders will read one additional article or book chapter related to the week’s topic and write a 1-page summary of the article. In general the written summary should include: a brief, one-paragraph overall summary (note: do not simply “borrow” the abstract); a list of key literature cited by the piece; a description of the theory the piece is designed to test or the argument it makes; a description of the research design (if appropriate); and an overview of any findings, recommendations, or conclusions the piece makes. The discussion leader will email the summary and a link/attachment for the actual article to everyone prior to class.

Discussion leaders will present a short oral summary of the new article, and will lead the class discussion with guiding questions and facilitation, for a total of 30 minutes. The presentation portion of your time should not be more than about 10 minutes, with the remainder of your time for the entire group to be involved. You should not use the time to summarize readings the class has already read, but should introduce some new information/knowledge, make connections to and between readings, and get the class engaged in a discussion and/or activity that will require them to think critically about the week’s topic. The grade will be determined by the student’s written summary, appropriateness of content, preparedness, presentation, facilitation, and overall class engagement.
2. **Analysis Papers (30% [15% each]).** Each student will write two analysis papers during the course of the semester. These papers will be completed for two of the topics that we cover in this course, and will be due by class time the week after we end that particular topic on the schedule. For example, if you select “College Students” as one of the topics, that paper would be due on Oct. 20. If you choose “Policy, Politics & Economics” that paper would be due on Nov. 10.

These papers must not only summarize and/or react to the readings for that topic, but also must state a position or build an argument and support that position/argument in a coherent manner based on the readings used in class, supplemented with additional academic resources. (Each paper should cite a minimum of four resources in addition to those read for the class.) Papers should be approximately 1500 words (6 double-spaced pages) – be concise and economical with your scholarly writing.

3. **Introduction & Literature Review [30%]:** This assignment requires you to write the introduction and literature review for a research proposal that you will complete in the second semester of the doctoral seminar. *This work cannot be focused on the same topic as your work for Introduction to Inquiry.* Whereas that assignment is designed to help you articulate your own research interests, this literature review is designed to provide a foundation for further work in the second semester of the doctoral seminar around research design.

Each student will write a maximum-15 page introduction and literature review on a specific higher education topic. Students are expected to search and compile relevant resources throughout the semester, turn in a topic and a first draft according to the schedule below, and turn in the final product on the last day of class.

- Due 10/6 – Literature review topic/question with a 2-page-maximum description of the importance of the topic, how you will limit the review, what familiarity you already have with the topic, what key sources you already know about, where you will find more sources, and any questions/concerns you have about the review.
- Due 11/17 – Draft of literature review due by today to a peer. This draft will be reviewed by one of your peers and will be returned to you the following week at the latest. (Peer reviewing is required and is included in the overall calculation of the literature review grade.)
- Due 12/1 – Final introduction and literature review due, with an informal oral presentation of your review presented in class.

4. **Reference Management [5%]:** For this assignment, you must demonstrate that you have adopted a reference management system and that you have used it to catalogue all of the course readings, as well as the resources collected for your literature review. You are strongly encouraged to continue this practice collected for all of your coursework in the higher education program and for any additional reading you undertake. Due: 11/3
5. **Final exam (25%)** At the end of doctoral coursework, students must take a comprehensive exam. This assignment is intended to be an introduction to that style of exam. Students will pick two questions to answer from the six offered, which will represent the topical areas we cover in this course: 1) history and philosophy, 2) college students, 3) student learning & development, 4) policy, politics, and economics, 5) organizations, governance & leadership, and 6) academic affairs. Each question should be answered in approximately six double-spaced pages, not including references (1 page maximum). The exam will be handed out on our last class period (Dec. 1) and will be due back, via Moodle, by Dec 10. More information will be given about the exam in class.

**Evaluation of written work**

Your written work will be evaluated according to the following criteria (which are also the points that will be discussed with your advisor and higher education faculty concerning your writing at your year-end review).

Students should demonstrate:

i. Command and use of literature
ii. Synthesis skills
iii. Analytic skills/Building and supporting a coherent argument
iv. APA style
v. Writing ability
   a) Organization and logical flow of information
   b) Clear linking transitions
   c) Sophisticated, yet understandable presentation
vi. Demonstrated improvement and responsiveness to feedback

The University of Massachusetts Amherst uses the following grading system for Graduate courses: A, A-, B+, B, B-, C+, C, C-, F

Your final grade will be calculated using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>94—100</td>
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<tr>
<td>A-</td>
<td>90—93</td>
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<tr>
<td>B+</td>
<td>87—89</td>
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<tr>
<td>B</td>
<td>83—86</td>
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<tr>
<td>B-</td>
<td>80—82</td>
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<tr>
<td>C+</td>
<td>77—79</td>
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<tr>
<td>C</td>
<td>73—76</td>
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<tr>
<td>C-</td>
<td>70—72</td>
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<tr>
<td>F</td>
<td>69 or less</td>
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</tbody>
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Prior to handing in all written assignments, I strongly recommend that you have a peer read and comment on your writing, using the guidelines above. Outside perspectives on our writing are beneficial and help to create a better final product.
Required Course Materials

Recommended Course Materials

The Chronicle of Higher Education (chronicle.com)
Inside Higher Ed (insidehighered.com)
Course Schedule

Session 1 (September 8): Introduction and Course Overview
Introduction & Overview
Higher Education Program’s Graduate Student Handbook

Session 2 (September 15): History and Philosophy of Higher Education


Session 3 (September 22): History and Philosophy of Higher Education


Additional resources:
Session 4 (September 29): Higher Education Research


Additional resources:


Session 5 (October 6): College Students - Access, Choice & Equity

*Introduction & Lit Review – 2-page topic due*


Additional resources:


*No class Monday. October 13 – Columbus Day
Session 6 (TUE - October 14) College Students – Environments, Impacts & Outcomes


Additional resources:

Session 7 (October 20) Student Learning & Development


Session 8 (October 27) Student Learning & Development


Additional resources:
Session 9 (November 3): Policy, Politics & Economics
* Evidence of Reference Management Software due today

AASCU (2011). Top 10 higher education state policy issues for 2014-
http://www.aascu.org/policy/publications/policy-


Posselt, J. R. (2009). The rise and fall of need-based grants: A critical review of
presidential discourses on higher education, 1964–1984. In J. C. Smart (Ed.),
Higher Education: Handbook of Theory and Research (pp. 183–225). Springer
Netherlands.

in Academic capitalism and the new economy: Markets, state, and higher

Additional resources:
Higher Education, 28 (4), 551-570.

and theories of public policy and process. In J. Smart (Ed.), Higher education
handbook of theory and research. Vol. XVIII (pp. 57-144). University of
Memphis: Kluwer Academic Publishers. (Pages TBA)

in Review, 5, 1–36.

Session 10 (November 10): Organizations, Governance & Leadership

Eckel, Peter D. (2000). The role of shared governance in institutional hard decisions,

institutions. How colleges work: The cybernetics of academic organization and
leadership. San Francisco: Jossey-Bass. (pp. 3-29).

W. G. (Ed.), Culture and ideology in higher education: Advancing a critical
agenda (pp.35-57). New York: Praeger.

Additional resources:
Berger, J. B., & Milem, J. F. (2000). Organizational behavior in higher education and
student outcomes. In J. C. Smart (Ed.), Handbook of theory and research in
higher education, volume XV (pp. 268-338). New York: Agathon.

senates do not work but will not go away. The Journal of Higher Education,
60(4), 423–443.

and practice in higher education. Sterling, VA: Stylus.
Session 11 (November 17): Academic Affairs - Faculty

* Exchange lit review drafts with a peer by today


Session 12 (November 24): Academic Affairs - Faculty

* Return peer-reviewed lit review drafts to authors by today


Additional resources:


Session 13 (December 1): Conclusion

* Intro and Lit Review paper due
* Informal presentations in class
* Exam distributed (due Dec 10)