Higher Education in a Democratic Society

I. Course Description

This course will examine contemporary issues in American society in the context of higher education. Students will study and debate in detail how two and four year colleges and universities respond to societal issues. The course will also examine the ways in which institutions of higher education are influenced by social issues and how they in turn influence society.

II. Rationale

In July 1776 America declared its independence. Yet, colleges and universities were a vital part of the landscape much earlier. Before the nation’s independence 140 years earlier, the first college was established—Harvard in 1636. Although history provides different views of the founding of settlements—from 1559 in present day Florida by the Spaniards to Jamestown by the English in 1607 to Plymouth by the Pilgrims in 1620—colleges and universities grew as an integral part of the nation’s progress. Early in the democratic development of the colonies and later in the United States, society relied on colleges and universities in several areas: education in the professions, arts, and sciences; establishment of public and private enterprises (e.g., the Dartmouth College case argued by Daniel Webster before the US Supreme Court); development in agricultural and mechanical sciences; and responses to national and world events (e.g., WWI & II; launching of Sputnik; Dixon v. Alabama, 294 F. 2d 150 [5th Cir. 1961]; & the 2007 shootings at Virginia Tech). Colleges and universities are as much a part of the fabric of the United States as baseball, hot dogs, and apple pie, if we can rely on that proverbial phrase as an American icon. The importance of the course is borrowed from our text by Cohen and Kisker (2010): “The American people deserve no less [of the strengths of higher education] from institutions that are a part of the fabric of their society and the manifestations of the nation’s self” (p. 575). This course examines the role higher education plays in the weaving of that fabric.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies n/a

V. Course Objectives/Learning Objectives

- Summarize key literature relating to societal issues as they impact the development of higher education in a democracy.
- Develop perspectives of how society impacts higher education and vice versa.
- Defend informed views of higher education as an integral part of the fabric of the nation.
VI. Course Topics

- **Framework:** Though the word education does not appear in the US Constitution, it is a vital part of the nation’s health and well being.

- **Colonies:** The colonies, much like the emerging country, did not follow a preset model of development, but tended to draw from a variety of ideals.

- **Emergent Nation:** As the nation rapidly expanded so did higher education, yet, there was no single way to describe them as they tended to emerge in response to local and regional issues.

- **Nation Industrializes:** Until the late 1800s, colleges were primarily teaching institutions. With the import of the PhD from Germany and new ideas (new to the U.S.) about academic freedom and research, among other concepts, universities began to transform the idea of a college education.

- **Mass Higher Education:** The nation’s population was exploding and higher education still seemed to be a place for a select number of students. However, with tremendous population growth and a need for a more educated populace, new types of institutions developed and a different philosophy swept the academy—the masses had better access.

- **Diverse System:** The nation began to look at itself as less homogenous and although higher education did not always embrace diverse populations and groups, it eventually became a platform to promote diversity.

- **Contemporary Era:** This could be characterized as the era of competition, from marketing to students, to responding to economic pressures, to increasing political oversight, to chasing new finding sources.

VII. Instructional Methods and Activities

- **Lectures:** The purpose of lecture is to develop conceptual structures about a subject matter.

- **Discussions:** The purpose of discussion is to develop thinking skills in three areas: critical thinking; creative thinking; and dialogical thinking.

- **Case Studies:** Real life situations in a safe environment provide introductions to problems to be solved.

- **Workshops:** Workshops are in-class activities designed to facilitate better understanding of individual collaborative projects.

VIII. Evaluation and Grade Assignment

- **Readings:** Required reading is from two texts. The chapters and due dates are listed below in the section on **Course Schedule.** There are two major types of assignments provided below after the Some Guidelines information. The first one is a series of annotated bibliographies (written assignments). The second one is a series of classroom interaction in seminar fashion based on your annotated bibliographies.

- **Some Guidelines for All Written Assignments:**
  a. Follow APA guidelines, including proper cover page and reference page. Up to 11% of points can be deducted for not following APA guidelines. Times New Roman 12 font is used throughout.
b. Papers are to be double spaced throughout and use standard paragraph indentation. Often Word defaults to extra spacing between paragraphs. To have only double spacing throughout the paper, highlight your entire document; click on ‘Paragraph’ in the toolbar; under ‘Spacing’ make sure ‘Before’ and ‘After’ are set at ‘0’; under ‘Line Spacing’ click the arrow and select ‘Double’ and this will make the entire document double spaced.

c. No first person or second person pronouns are to be used unless a paper or a section requires a reflection.

d. The paper is left justified except for headings. Major headings must be centered, boldface, no italics, no underline. Sub-headings are left justified and boldface.

e. Here are some keys for writing.

1) Punctuation goes inside quotation marks. For example: Throughout the history of American higher education “social and political ideology has shaped public postsecondary education as much as education has shaped society” according to Ross (2003, p. 313). Also, in scholarly and professional writing (in contrast to creative writing, e.g.) a series of concepts in separated by commas. For example: Baker (2008) suggested access to higher education is more readily available due to online programs, competitive markets, and political pressures. If there is a series that requires colons and semi-colons for clarification the format is as follows. In recent years four issues have brought higher education under greater scrutiny by the public: (a) increased cost of tuition; (b) job skill preparation; (c) economic impact; and (d) quality of learning (Casland & Driscoll, 2010). Never use abbreviations, such as ‘e.g.’ or ‘i.e.’ or ‘vs.’ in the body of the paper but only in parentheses. Never use ‘etc.’ because information must be provided and not assumed. There is only one space after a colon not two.

2) Do not quote material extensively. At the doctoral level, it is expected you can evaluate material, synthesize it, and restate it in your own words while giving proper credit. For example: McCrary (2008) concluded that the rising quality of higher education in Canada, Europe, Asia, and Australia is pressuring US policy makers to pass legislation forcing American institutions to become more globally competitive.

3) If you quote from a source make sure APA is followed, including following the format according to APA for citing from the internet (see the bottom of page 171 & top of 172 for internet citation information in text).

4) Use the word ‘and’ when in the body of the paper and the ampersand (&) in parentheses, except in the reference page. For example: Reisen and Davis (2010) reported increasing concern and anxiety of the growing use of adjunct and contract faculty in the nation’s colleges and universities. There is an increasing concern and anxiety of the growing use of adjunct and contract faculty in the nation’s colleges and universities (Reisen & Davis, 2010). Notice the placement of both the ampersand and the punctuation.

5) Never use first names when citing authors. Only use authors’ first and/or middle initials in the reference page and never in the body of the paper. This is incorrect: … the nation’s colleges and universities (Reisen, R. C., & Davis, P. R., 2010).

6) Never use language such as: In the article “Higher Education as a Stepping Stone to Career Development,” from the Journal of Postsecondary Education Research & Application, Bret McMillan (2009) provided evidence that students are interested in a college degree not for the education but for the opportunities it provides in a career. The
appropriate way to relate this information is: McMillan (2009) provided evidence that students are interested in a college degree not for the education but for the opportunities it provides in a career.

f. Only scholarly and professional material is to be used for support and examples, unless otherwise stated. Sources, such as magazines, wikipedia, dictionaries, and encyclopedias are neither scholarly nor professional sources.

g. The running head for the cover page is different than the header for all other pages. Make sure this is correct. See pages 41-49 for examples. To make the cover page header different than the following pages in your paper: click on ‘Page Layout’ in the tool bar; click on the arrow to the right of ‘Page Setup’; when the new popup window appears, click the ‘Layout’ tab; click the box ‘Different first page’; click ‘okay’ to save the format. Make sure you place information in the header and that it is not typed at the top of every page. Also, make sure you have appropriate page numbers. Word does not automatically default to Times New Roman 12 for header information so make sure you make the changes. Again, the entire paper is Times New Roman 12 font.

h. If papers do not conform to these and other APA standards, they will not be assessed, will be returned with a grade of ‘0’ and you will have three days to make the corrections to resubmit it.

i. Do not write an abstract as that is for research manuscripts. You can lose up to a letter grade for not adhering to APA.

1. **Annotated Bibliographies**: There are six different annotated bibliography papers—one for each topic in the course. Each one is worth 120 points for a total of 720. For each annotated bibliographic paper, the topic you select must be [unique to the time frame under discussion](#). In other words, it is not acceptable to choose, for instance, the use of the internet during the Colonial time frame. It does not apply. There are six time frames and your articles must address issues directly connected to issues within each specific time frame. **I will reiterate this: Each annotated bibliographic assignment is to deal specifically with the era in which the time frame is being discussed.** Use the textbook as a guideline for specific topics within each time frame. For example:

<table>
<thead>
<tr>
<th>6 Time Frames (from the text)</th>
<th>Possible Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Colonies</td>
<td>Students from elite families only</td>
</tr>
<tr>
<td>2. Emergent Nation</td>
<td>Effects of no national college system</td>
</tr>
<tr>
<td>3. Nation Industrializes</td>
<td>Education as upward mobilization</td>
</tr>
<tr>
<td>4. Mass Higher Education</td>
<td>Who really gets to go to college</td>
</tr>
<tr>
<td>5. Diverse System</td>
<td>Professional education</td>
</tr>
<tr>
<td>6. Contemporary Era</td>
<td>For-profit universities.</td>
</tr>
</tbody>
</table>
Each paper must meet the following criteria (each of the bold terms in the following criteria is a heading in your paper—centered and bold). Remember, the entire paper is Times New Roman 12 font and double spaced.

a. **Introduction**: Provide a short paragraph to give context of the topic. For example, you may have used sources that focused on faculty life during a particular period. How does this focus integrate to the broader perspective of society? This section of the paper is worth up to 10 points.

b. **Scholarly Articles**: There must be at least three (3) scholarly articles related to the topic that will be used for each seminar that have annotated information. Each article is worth up to 20 points for a total of 60 points for all three. Scholarly articles are from peer reviewed journals. By the way, *The Chronicle of Higher Education* and other periodicals like it are not sources for scholarly articles.

- For scholarly, peer reviewed journal articles you can go to the TAMU—CC library at [http://rattler.tamucc.edu/](http://rattler.tamucc.edu/).
- If you are off-site, log in. You can get information at [http://rattler.tamucc.edu/offcampus/offcampus.html](http://rattler.tamucc.edu/offcampus/offcampus.html). If you have trouble loggin on, contact the library. I cannot help you.
  - Use your Islander ID user name and password.
  - Visit [http://newuser.tamucc.edu](http://newuser.tamucc.edu) for instructions on getting or resetting your password. The user name and password are the same as those needed for BlackBoard 9.1 access.
  - For user name and password assistance, call (361) 825-2825.
- Once you are in the library, click “Find Articles”
- When the page opens, in the “Search All Data Bases” text box, type your area of interest, such as Colonial Colleges, and click the “Full Text” box, then click “Search.”
- The search result will give you a list of all full text articles. You are only to select peer reviewed from academic journals, so:
  - Click the “Scholarly (Peer Reviewed) Journals” box on the left of the page. It will give you an update window. Click “Update.”
  - Click the “Academic Journals” box on the left of the page. It will give you an update window. Click “Update.”
Once these have been completed, the only articles remaining are from peer reviewed journals on your topic. You may have to be a bit creative with your search terms to get at the information you want. Once you get at least one article, you can go to its reference page and look at the sources the author or authors used for the article and retrieve some of those articles, if they are of interest.

Once you have your articles, you need to annotate it. The annotation states only four things: (a) purpose of the article; (b) the reason for writing the article—in other words, what need was there to write the article?; (c) a summary or conclusion drawn in the article; and (d) what you think the tie is to democracy/society and higher education. All this is done in narrative form. The following is an example of only one article. (Make sure you have a proper cover page, though.)
Scholarly Articles


The purpose of the article was to examine, qualitatively, the experiences of part-time faculty at midwestern universities. The authors found few studies that investigated how part-time faculty engage in the academic community at four-year institutions. The authors found part-time faculty felt there was insufficient outreach from the university to help them perform as well as they could have as faculty members. This has implications to society because colleges and universities are using more part-time faculty to help curb costs. Society tends to believe that using part-time faculty is every bit as educationally sound as having full-time faculty but this article suggests otherwise.

*The second annotated bibliography goes here, then the third follows it.*

c. **Other Sources**: There must be at least three (3) *other sources* of information related to the topic of each seminar that you will provide annotated information. Each source is worth up to 10 points for a total of 30 points for all three. Information from other sources can be from most anywhere: Wikipedia; *The Chronicle of Higher Education*; books; magazines; internet sites; reports; law cases; college web sites; Youtube; or other sources of information relevant to the topic. Once you have your information, you need to annotate it. The annotation relates at least two things: (a) purpose of the information; (b) and what you think the tie is to democracy/society and higher education. The following is an example of only one source of information.

**Other Sources**

*Transition into College Life.* (March 13, 2007). Youtube. Retrieved from

http://www.youtube.com/watch?v=LyIb3skCVXs

*(Notice the web link above is not hyperlinked—i.e., no underline and no blue font)*

The video clip provides scenarios about how some students integrate into some less than desirable behaviors of college life then provides statistics and ideas about the effects of those behaviors or how to deal with them. The information is the same that authorities present yet from students’ perspectives, which may have more weight to help fellow students than the pressures authority figures present.
The second source begins here and the third one follows it.

d. **Conclusion:** This section of the paper synthesizes all six annotations. It finds a common theme among them and ties them together. Do not just reiterate each article and other source. The point is to synthesize the information into a concise paragraph that gives the bigger picture of why this information is important. This section of the paper is worth up to 20 points.

>Make sure you have a cover page. There is no need for a Reference page since the bibliographic information is to be put in APA format for each source (three scholarly and three other) in the body of the paper.

__________________________________________________________

**Importance of Literature Reviews:** In short, a literature review justifies research and helps develop a position. The following summary from the University of Arizona ([http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html](http://www.library.arizona.edu/help/tutorials/litreviews/whatis.html)):

**Justify Your Research**

- Place your portion of the discussion in the academic context by showing that there are gaps in knowledge in your field that merit a closer investigation. Demonstrate that your work will fill this gap by adding knowledge in and understanding of your field.
- Demonstrate your work hasn't been previously done, ensuring your intellectual contribution is indeed original.
- Demonstrate a critical approach to scholarship. Show you have analyzed and critiqued the theories or methodologies in the field and that you know the main arguments related to your topic.
- Consider how the available research and existing scholarship support your research. How does it contradict your research? How will your research resolve the difference?

**Develop Your Thesis Position**

- Educate yourself on the primary theoretical and methodological approaches to your discipline, as well as the primary actors. Ask yourself the following questions:
  - Who are the most important scholars in your discipline?
  - What questions have they asked and answered?
  - What controversies remain within the discipline?
- Identify controversies and differences of opinion among scholars in your field, and makes a case for your research as a valid, important response and possible resolution of those controversies. Consider the points on which scholars differ - either differing theoretical approaches to the question or differing conclusions drawn by scholars. What part will your work play in the resolution of said controversies?

Synthesize the results of your research into a concise, coherent account of what is known in your field of inquiry and what remains to be learned, such that it addresses the specific thesis, problem, or research question.
2. Discussions and Class Participation: It is expected that scholarly and professional contributions are made during all class sessions for seminars. Participation is worth up to 80 points for each seminar session for a total of 480 points. The following rubric will be used to assess participation in seminars.

<table>
<thead>
<tr>
<th></th>
<th>Not satisfactory</th>
<th>Introductory</th>
<th>Practiced</th>
<th>Skilled</th>
<th>Total 80</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge</td>
<td>Inadequate</td>
<td>Demonstrates some understanding of the topic.</td>
<td>Relates major concepts of the topic with solid reference to course material.</td>
<td>Identifies specific, relevant concepts of the topic with reliance on course material as well as additional information.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td>Thinking Skills</td>
<td>Inadequate</td>
<td>Identifies a position that is somewhat related to the development of an individual within the era and support is evident.</td>
<td>Identifies a related position to the development of an individual within the era and demonstrates some support for it.</td>
<td>Contributions skillfully apply a position related to the development of an individual within the era and build and support a position.</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td>Scholarship</td>
<td>Inadequate</td>
<td>Relies almost entirely on one’s material with little integration with the chapter for the week with a limited view on how the ‘individual’ is emerging</td>
<td>Relies mostly on one’s material with some integration with the chapter for the week with a general view on how the ‘individual’ is emerging</td>
<td>Demonstrates how one’s material integrates into the chapter for the week with a focus on how the ‘individual’ is emerging</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
<tr>
<td>Participation</td>
<td>Inadequate</td>
<td>Simply presents the information with little or no interaction with colleagues in the class</td>
<td>Mostly presents the information and some interaction with colleagues in the class</td>
<td>Integrates material into interaction with colleagues in the class</td>
<td></td>
</tr>
<tr>
<td>Points</td>
<td>0-13</td>
<td>14-15</td>
<td>16-17</td>
<td>18-20</td>
<td></td>
</tr>
</tbody>
</table>

Disrespectful interaction can lead to 20% reduction in the grade. 

Total \( \frac{\text{points}}{80} = \% \)
Assignment Summary

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six (6) Annotated Bibliographies</td>
<td>120 each (720 total)</td>
<td>see Course Schedule below</td>
</tr>
<tr>
<td>Six (6) Discussions &amp; Participation</td>
<td>80 each (480 total)</td>
<td>see Course Schedule below</td>
</tr>
<tr>
<td>Total</td>
<td>1200 points</td>
<td></td>
</tr>
</tbody>
</table>

Grading

90-100% = A; 80-89% = B; 70-79% = C; 60-69% = D; 50-59% = F

IX. Course Schedule and Policies

A. Course Schedule

Required Reading

CK = Cohen & Kisker, *The Shaping of American Higher Education*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.23</td>
<td>Syllabus review; Introduction to Higher Education in a Democratic Society</td>
</tr>
<tr>
<td>1.30</td>
<td><em>Collegiate Form in the Colonies</em></td>
</tr>
<tr>
<td></td>
<td>CK Introduction</td>
</tr>
<tr>
<td></td>
<td>CK Chapter 1</td>
</tr>
<tr>
<td>2.6</td>
<td>Collegiate Form in the Colonies Seminar</td>
</tr>
<tr>
<td></td>
<td>~ Colonies Annotated Bibliography Due</td>
</tr>
<tr>
<td>2.13</td>
<td><em>Emergent Nation</em></td>
</tr>
<tr>
<td></td>
<td>CK Chapter 2</td>
</tr>
<tr>
<td>2.20</td>
<td>Emergent Nation Seminar</td>
</tr>
<tr>
<td></td>
<td>~ Emergent Nation Annotated Bibliography Due</td>
</tr>
<tr>
<td>2.27</td>
<td><em>The Nation Industrializes</em></td>
</tr>
<tr>
<td></td>
<td>CK Chapter 3</td>
</tr>
<tr>
<td>3.6</td>
<td>The Nation Industrializes Seminar</td>
</tr>
<tr>
<td></td>
<td>~ Nation Industrializes Annotated Bibliography Due</td>
</tr>
<tr>
<td>3.13</td>
<td><em>Spring Break—no class</em></td>
</tr>
</tbody>
</table>
3.20  *Mass Higher Education*
   CK Chapter 4

3.27  Mass Higher Education Seminar
   ~ *Mass Higher Annotated Bibliography Due*

4.3  *Diverse System*
   CK Chapter 5

4.10  Diverse System Seminar
   ~ *Diverse System Annotated Bibliography Due*

4.17  *Contemporary Era I*
   CK Chapter 6

4.24  *Contemporary Era II*
   CK Chapter 6

5.1  Contemporary Era
   ~ *Contemporary Era Annotated Bibliography Due*

**B. Course Policies**

*Attendance/tardiness*: It is expected that you attend every class session and are on time. Since this course requires research nights, it means that on-campus meetings alternate weeks. For every on-campus meeting you miss, the following is required, and it is very difficult. Therefore, I strongly suggest you do not miss an on-campus meeting.

Each chapter of the course text by Cohen and Kisker (2010) has sections. For example, “Chapter 1: Establishing the Collegiate Form in the Colonies: 1636-1789” has these sections: Societal Context; Institutions; Students; Faculty; Curriculum; Instruction; Governance; Finance; and Outcomes. When missing an on-campus meeting, the assignment is to write a paper according to APA format to meet the following requirements:

1. Write a one paragraph introduction that provides the context of the chapter of the week that you missed the on-campus meeting. Worth up to 10 points.
2. Use the headings in the chapter of the text as headings for sections in your paper. Summarize the material from the text under the headings in your paper. Each section of your paper is to be at least two paragraphs. Worth up to 30 points
3. Then provide a heading in your paper titled: *Democracy, Higher Education, and the Individual*. In this section, (a) convey how democracy is established in the era (hint: how does the societal context differ from other eras?); (b) relate how higher education emerges from the societal context; and (c) explain who the individuals are that now have access to higher education. Worth up to 30 points.
4. Write a one paragraph conclusion that reiterates the major points of the paper. Worth up to 10 points. Up to one letter grade can be deducted for not following APA.
**Late work:** No late work is accepted except for extenuating circumstances approved by the instructor.

**Extra Credit:** No extra credit work is provided.

**Cell Phone/Electronic Device Usage:** Cell phones and other electronic devices are to be turned off during class time. Approved electronic devices include the use of a computer for note taking.

**Academic Integrity/Plagiarism.**

University students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, falsification, forgery, complicity or plagiarism. (Plagiarism is the presentation of the work of another as one’s own work.) In this class, academic misconduct or complicity in an act of academic misconduct on an assignment or test will result in an “F” for an assignment. Additional academic dishonesty and/or plagiarism will result in an “F” for the course.

**Dropping a Class**

I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary or wise. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Friday, April 11, 2014 is the last day to drop a class with an automatic grade of “W” this term.

**Required methods of scholarly citations:** APA 6th Edition

**Classroom/professional behavior**

It is expected that classroom, campus, and community behavior are exemplary of professionals and scholars in higher education. Although we can have a great deal of fun and should enjoy the educational experience, overall behavior should reflect dignity and respect for each other, the field of study, and the society we serve.

**Grade Appeals**

As stated in University Rule 13.02.99.C2, Student Grade Appeals, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Rule 13.02.99.C2, Student Grade Appeals, and University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University
Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Office of Student Affairs.

**Disabilities Accommodations***

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Driftwood 101.

If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Disability Services office for assistance at (361) 825-5816.

*Required by SACS

**X. Textbooks**

ISBN: 978-0470-48006-9


*Recommended or Supplemental Reading:*

XI. Bibliography


**Organizations**

**AACC**
American Association of Community Colleges
http://www.aacc.nche.edu/

**AACRAO**
American Association of Collegiate Registrars and Admissions Officers
http://www.aacrao.org/

**AACTE**
American Association of Colleges for Teacher Education
http://www.aacte.org/

**AAC&U**
Association of American Colleges and Universities
http://www.aacu.org/

**AAHE**
American Association for Higher Education
http://www.ashe.ws/
<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
<th>Website</th>
</tr>
</thead>
<tbody>
<tr>
<td>AASCU</td>
<td>American Association of State Colleges and Universities</td>
<td><a href="http://www.aascu.org/">http://www.aascu.org/</a></td>
</tr>
<tr>
<td>AAU</td>
<td>Association of American Universities</td>
<td><a href="http://www.aau.edu/">http://www.aau.edu/</a></td>
</tr>
<tr>
<td>AAUP</td>
<td>American Association of University Professors</td>
<td><a href="http://www.aaup.org/">http://www.aaup.org/</a></td>
</tr>
<tr>
<td>ACE</td>
<td>American Council on Education</td>
<td><a href="http://www.acenet.edu">http://www.acenet.edu</a></td>
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<td>ACPA</td>
<td>American College Personnel Association</td>
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<td>ACTE</td>
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<td>AERA</td>
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<td>AIR</td>
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<td>CCA</td>
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<td>UCEA</td>
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