University of North Texas
Department of Counseling and Higher Education
EDHE 6850 - 070
Studies in Higher Education: Merit, Mobility & the Community College
Fall 2020

THIS CLASS MEETS VIA ZOOM.
Join Zoom Meeting:
https://unt.zoom.us/j/93745250323?pwd=bmxzZTdrZTIQdScmhU1JkQS9Gdz09
Meeting ID: 937 4525 0323
Passcode: EDHE6850

Instructor Information:
Cliff Harbour, J.D., Ed.D.
(pronouns: he/him/his)
E-mail: Cliff.Harbour@unt.edu (preferred)
Telephone: 940-369-7875
Office: Matthews Hall #207H

Catalog Course Description: Exploration of key contemporary issues in the community college as these relate to the areas of developmental education, leadership and governance, state support, federal student aid, federal policies affecting higher education and community colleges, evaluation and accountability, professional development, leadership development, diversity and access.

Course Texts:

Books:


Articles


Other readings as assigned.

**Class Meetings:** Online (UNT Canvas) and Zoom Meetings: Thursdays 5:30 pm to 8:20 pm

**Office hours:** Tuesdays, 3:00 pm – 4:00 pm  
Wednesdays, 2:00 pm – 5:00 pm  
And by appointment

**Course Objectives:**

1. To understand and explain the major topics emerging from the contemporary scholarly literature regarding merit, mobility, and the community college.

2. To critically examine selected conceptual and methodological issues presented in a limited number of recent scholarly publications on merit, mobility, and the community college.

3. To complete and submit a literature review paper that reflects the developing skills of a higher education doctoral student.

**Course Procedures:**

The course will be delivered in a weekly synchronous Zoom format.

**Grading and Evaluation:**

Your grade for this course will be based on your performance on the assignments listed below. Also, although assignment grades will be given in terms of points (e.g. 45 out of 50), please remember we are using a 100 point scale for the course. So, at the end of the course, 90 to 100 points will be an A; 80 to 89 points will be a B, 70 to 79 points will be a C. Please consult the 2017-18 Toulouse Graduate School Catalog for the kind of work associated with each letter grade (e.g., A = excellent, B = good, C = fair, etc.) for assignments and for the final course grade. Here are the point allocations for the assignments:

- 20 points – Presentation and Facilitation of the Readings (Two of these - 10 points each)
- 40 points – Literature Review Paper
- 20 points – Issues Memo
- 20 points – Class Participation
- 100 points – TOTAL
Learning Activities and Assessment:

A. Presentation and Facilitate of the Readings (Two of these – 10 points each): Each student must make two written presentations based on our readings. Each of your written presentations will be a three-page paper (a Word doc or pdf - double spaced, not including title page or references) provided to the class in a Canvas Module discussion thread. The written presentation (your three-page paper) must be attached to a reply you will post in the assigned discussion thread. Your reply (with the attached three-page written presentation) must be posted on the Wednesday immediately preceding your assigned reading. Each of these three-page written presentations must be organized in the following manner:

1. The author's purpose.
2. The strategy used by the author(s) to accomplish the purpose.
3. The conclusions reached by the author(s).
4. Your summary of the reading.
5. Your critical assessment of the text.

Very Important: I will make the presentation and facilitation assignments and post them in Canvas in an announcement on or about August 31, 2020, but you may e-mail me now at Cliff.harbour@unt.edu with your preferences for dates and readings. I know everyone is very busy with many commitments so I will try to accommodate your requests. However, at the end of the day, I need to ensure that the course "works" and our readings are covered, so please anticipate that you could be given an assignment to present a reading at any time during the semester. When the presentation assignments are made, please note when you have the responsibility to present (write and post your three-page written presentation) and then facilitate the discussion on that reading in our weekly Zoom session. I will not remind you of this responsibility once the assignments are made. There will be weeks when more than one person is presenting on the same article or chapter.

Very important: These presentations (and the discussion that follows) are a critical part of the course. Accordingly, it is very important that you complete your three-page paper and post it by the assigned Wednesday.

B. Literature Review Paper (40 points): Each student must complete and send me a literature review paper concerning some aspects of merit, mobility, and the community college. Your paper, double spaced and excluding title page, abstract, and references, should be no less than 15 pages and no more than 18 pages in length, with this qualification. The 15 to 18 page range is for doctoral and CCL certificate students. The page range for master’s students is 13 to 16 pages. The paper should not involve data collection or data analysis. A two-page proposal, double spaced and with anticipated references, must be posted to the Student Submissions Module by September 14, 2020. Your proposal will be deemed approved unless I follow up with
you and request changes. Your discussion in the literature review paper must be supported by a review of at least six peer reviewed journal articles or scholarly chapters. Four of these must be assigned for this course in the course schedule below (inside sources). Two must be selected by you from peer reviewed journals or scholarly books (outside sources), with this qualification. You may use chapters in our course texts that were not assigned for the course.

The paper must comply with all requirements presented in the APA’s Publication Manual 7th edition. The paper must be e-mailed to me at Cliff.Harbour@unt.edu as a Word doc attachment by November 30, 2020.

The paper must be organized in the following manner:

Introduction: Describe the purpose, scope, and strategy of your paper (1 to 2 pages).

Review of the literature: Review six publications as described above (8 to 9 pages).

Interpretation: Discuss two themes, issues, problem, etc. that you see emerging from the reviewed literature (5 to 6 pages).

Conclusion: Summarize the paper and offer recommendations for research and/or practice (1 to 2 pages).

The purpose of the Literature Review Paper is to provide you with an opportunity to study scholarly publications on some aspect of merit, mobility, and the community college that is important to you.

C. Issues Memo (20 points): Each student must complete an Issues Memo in which you interview a higher education administrator and invite them to describe their understanding of academic merit and social mobility and how these are related (or not). The Issues Memo must be double-spaced, at least 7 pages in length (excluding title page and references), and must be organized in the following manner:

General description of the administrator (1 to 2 pages).

Detailed account of the administrator and their understanding of academic merit and social mobility (5 pages).

Conclusions: Offer your conclusions (1 to 2 pages).

You must use pseudonyms to identify your leader and their department, college and institution. The Issues Memo must be submitted to me by November 2, 2020 as a Word doc attachment e-mailed to Cliff.Harbour@unt.edu

D. Class Participation (20 points). Each student must participate in discussion in our weekly Zoom meetings however,… everyone gets one free unexcused absence. Please note, however, you cannot use this unexcused absence for a week if you are assigned to present in that week.
Two or more unexcused absences will result in assigning a grade of 0 points for participation. For further information on the UNT Attendance Policy and guidelines for excused absences, student should consult the policy at: http://www.unt.edu/policy (see 6.039).

Very important: I will not provide an assessment of your participation until the end of the course. Accordingly, you have the responsibility of ensuring that your participation is thoughtful. The purpose of this activity is to promote growth in your understanding of higher education organization and administration through engagement with course materials and colleagues.

Late Work. Unless excused for medical or other reasons approved by the Instructor, any assignment turned in late will receive a reduction of 10% for every day it is late.

TURNITIN NOTICE: Students may be required to submit written assignments for this class to Turnitin, a web-based plagiarism detection service. Before submitting your paper to Turnitin, please remove your title page and other personal information. (Instructions regarding using Turnitin will be covered in class)

Academic Integrity & Academic Misconduct

Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at:
http://vpaa.unt.edu/academic-integrity.htm

Eagle Connect

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Student Perceptions of Teaching (SPOT)

Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at
www.spot.unt.edu or email spot@unt.edu.

**Equity and Diversity**

As stated by the UNT Division of Institutional Equity and Diversity Resources [https://edo.unt.edu/division-institutional-equity-diversity-resources](https://edo.unt.edu/division-institutional-equity-diversity-resources) at UNT, we are committed to the elimination of discrimination and harassment. UNT is also committed to institutionalizing the concepts of access, a positive campus climate, compliance (with relevant federal and state laws), cultural competency, cultural humility, diversity, equal opportunity, equity, inclusion, and inclusive excellence. In particular, please note that class rosters are provided to instructors with your legal name but without an identification of your gender. Because not all students use the name or sex/gender assigned at birth, I am happy to use the name and pronouns you use. We will take time during our first class to do introductions at which time you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the semester, please let me know and we can develop a way to share this information with others in a way that is comfortable and safe for you.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Center for Student Rights and Responsibilities to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [www.deanofstudents.unt.edu](http://www.deanofstudents.unt.edu)

**Access to information – Eagle Connect**

All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail address, visit [https://eagleconnect.unt.edu](https://eagleconnect.unt.edu) This is the main electronic contact for all course related information and/or material.

**UNT “Student Success”**

UNT is committed to your success. The University has determined that the following behaviors increase your chances of succeeding:

- Show up
- Find support
- Take control
• Be prepared
• Get involved
• Be persistent

Observation of Religious Holy Days

If you plan to observe a religious holy day that coincides with a class day, please notify me as soon as possible.

Retention of Student Records

Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University’s policy.

Sexual Discrimination, Harassment, & Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more. UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: [http://deanofstudents.unt.edu/resources](http://deanofstudents.unt.edu/resources). Renee LeClaire McNamara is UNT’s Student Advocate and she can be reached through e-mail at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Disability Accommodation

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in
implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student. For additional information see the Office of Disability Access website at http://www.unt.edu/oda. You may also contact them by phone at 940.565.4323.

Updates and Revisions: When necessary to accomplish the objectives of the course and the goals of the Higher Education Program, changes to this syllabus may be made. Written advance notice will be provided.

Course Sequence and Schedule

August 27 – Welcome!

Course Welcome!

Review of Draft Syllabus

September 3 – Introduction to Community Colleges

CPH Lecture


Recorded Webinar by the American Academy of Arts and Sciences (August 24, 2020) with Michael Sandel, Jackson Lears, and Anna Deavere Smith regarding Sandel’s forthcoming book, The Tyranny of Merit: https://www.amacad.org/events/does-meritocracy-destroy-common-good

September 10 – The Merit Myth, Part I: The Context and the Construction


Guest Speaker: Rosemary Gillett-Karam, PhD, Associate Professor Community College Leadership Doctoral Program, Morgan State University, Baltimore, MD
September 17 – The Merit Myth, Part II: The Mechanisms and the Scores


Carnevale, et al., (2020) – Chapter 4: Standardized Bias (pp. 87 – 114).


Guest Speaker: Nycole Courtney, Ed.D., Dean of Student Success and Graduation and Associate Vice President for Student Affairs, University of Wyoming, Laramie, WY

September 24 – The Merit Myth, Part III: Division Street, Allan Bakke & Lani Guinier

Carnevale, et al., (2020) – Chapter 5: Separate and Unequal (pp. 115 – 136)


Guest Speaker: Kate Thirolf, PhD, Former VP of Instruction, Jackson College, Jackson, MI and Co-Editor of the Futures Series on Community Colleges: https://www.acct.org/product/futures-series-community-colleges

October 1 – The Merit Myth, Part IV: The Hatchet, the Strivers, and the Common Good


Carnevale, et al., (2020) – Chapter 8: College for All (pp. 192 – 223).


October 8 – The Sociologists Come to Town


October 15 – The Transfer Process


October 22 – Experiencing Uncertainty, Inconsistency, and Contradiction


Guest Speaker: Nicholas Tapia-Fuselier, PhD. Assistant Professor, Student Affairs in Higher Education Department of Leadership, Research, and Foundations, University of Colorado – Colorado Springs, Colorado Springs, CO

**October 29 – The Ethical Costs of Upward Mobility**

Morton – *Introduction* (pp. 1 – 16).

Morton – *Chapter 1: Recognizing the Ethical Costs of Upward Mobility* (pp. 17 – 42).

Morton – *Chapter 2: Situating Ethical Costs in Context* (pp. 43 – 71).


Guest Speaker: Aurora Kamimura, PhD, Lecturer in Education, Arts & Science Fellow in the Office of the Vice Provost, Faculty Diversity & Institutional Advancement, Washington University, St. Louis, MO

**November 5 – Resisting Complicity**

Morton – *Chapter 3: Navigating an Evolving Identity* (pp. 72 – 97).

Morton – *Chapter 4: Resisting Complicity* (pp. 98 – 119).


Guest Speaker: Scott Smith, PhD, Professor and Department Chair, College of Hospitality Management, Johnson & Wales University, Denver, CO
November 12 – Mitigating Ethical Costs and Countering Learning Problems

Morton – *Chapter 5: Constructing an Ethical Narrative* (pp. 120 – 149).

Morton – *Conclusion: Minimizing and Mitigating Ethical Costs.* (pp. 150 – 162).


Guest Speaker: Daniel McCoy, PhD, Degree Coordinator & Associate Lecturer, Outdoor Recreation and Tourism Management, Haub School of Environment and Natural Resources, University of Wyoming, Laramie WY

November 19 – Taking a Second Look at the Pathways


Guest Speaker: Gabrielle Gerhard, PhD, Adjunct Instructor, Seattle Community College, Seattle, WA

November 26 – Thanksgiving

December 3 – Course Summary

Course Summary

Guest Speaker: Erin Doran, EdD, Assistant Professor, School of Education, Iowa State University, Ames, IA