ELPS 427: American Higher Education
International Higher Education Program
School of Education
Loyola University – Chicago
Spring 2018

Instructor: Blanca Torres-Olave, PhD (btorresolave@luc.edu)
Phone: 312.915.6464
Office Hours: by phone or via Zoom. Please email me to set up an appointment.
Zoom link: https://luc.zoom.us/j/6403544035
Sakai entry page: https://sakai.luc.edu/

Note: All course readings are available on Sakai.

PART I: GENERAL COURSE INFORMATION

Course Description
This course is designed to deepen students’ understanding of social justice issues embedded in the historical development of higher education in the United States. Emphasis is placed on the development of U.S. higher education ideologies and institutions from the colonial period to the present. Central to this course is examining how U.S. higher education shapes and, at same time, is shaped by local, regional, national, and transnational issues and events found within the larger social, political, religious, and economic policy environments. As a result, students are invited to deepen their understanding of U.S. history across several spheres of potential influence on higher education. Students will examine the historical origins of current institutional sectors including policies and practices in higher education in the United States and will gain insight regarding how history may shape both current and future policies and practices in the academy.

Course Objectives
Upon completion of this course, students will be expected to:

1. Identify and reflect on how critical variables such as race, social class, sex, religion, ability, each filtered through social, political and economic realities within American society, influenced the establishment, expansion and diversification of U.S. higher education.
2. Gain a heightened understanding of and appreciation for the vast diversification and complexity found today within higher education and how institutional ‘sectors’ intersect with and shape the holistic student experience.
3. Identify and reflect on major reoccurring questions within the academy which many in U.S. society have raised over and over again in the past. Students entering higher education positions are strongly encouraged to examine and reflect on these questions as part of their ongoing professional development.
4. Draw on both the factual and conceptual knowledge developed in the four previous points to create evidence-based, critical analyses of current issues in higher education in the U.S. and beyond.
Course Pedagogy
This is a student-centered, collaborative course, and as such, each of your unique backgrounds and past experiences are considered essential in understanding how you approach, frame, and interpret the educational content covered in this course. I appreciate that we all learn differently and express our mastery of learning topics in forms that are often unique to the individual learner. Therefore, my expectations of each of you will vary based on your expressed learning styles and objectives for this course. As a co-learner in this course with you, I see this class as a community of scholars who are both teachers and learners at varying stages of development based on our own life experiences, interests, and motivations. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both teachers and students) for constructing and making sense of knowledge within a community of practice;
- Students active involvement in all phases of the learning process, with a special emphasis on “thinking out loud” in class;
- An appreciation of and support for multiple perspectives on knowledge and practice as well as opportunities to apply such understandings to relevant, open-ended, and realistic contexts;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of the subject.

Course Expectations
This class is structured as a student-centered, collaborative course. As such, the class will be focused around the following learning tenets:

- Shared responsibility among all learners (both instructor and students) for constructing and making sense of knowledge within a community of practice;
- An emphasis on the critical role that peers play in the learning process, especially as it relates to helping one another decode, make meaning, and promote understanding of course content.

With this in mind, I expect each of you to take an active role in your learning both inside and outside our virtual classroom. Likewise, an important aspect of a Jesuit education is learning to respect the rights and opinions of others. Please respect others by (1) allowing all classmates the right to voice their opinions without fear of ridicule, and (2) not using profanity or making objectionable (e.g. gendered, racial or ethnic) comments, especially comments directed at a classmate.

Course Demands
Graduate courses are demanding; adding the asynchronous online element adds further challenges. It is imperative that students keep up with the readings and assignments. It is a good idea to schedule specific times to devote to completing the course readings and assignments. Some works are considerable longer than others, so check the syllabus each week and be certain you have allotted enough time to adequately cover the assigned readings.
Course Feedback and Special Circumstances
Students are urged to contact me should they have questions concerning course materials and procedures. If you have any special circumstance that may have some impact on your course work, please let me know so we can establish a plan for assignment completion. If you require assignment accommodations, please contact me early in the semester so that arrangements can be made with Services for Students with Disabilities (SSWD) (http://www.luc.edu/sswd/).

Throughout the semester, I welcome your input about course-related issues. If you have comments or suggestions about the class and how it might be improved, please do let me know—do not wait until the end of the semester. I take student feedback seriously and am open to make adjustments as far as circumstances allow.

Required Texts
- There is no required textbook. All required readings are available on the Sakai course website. While most readings should be immediately available, I may adapt some of the content for later sessions based on class needs. If this is the case, I’ll let you know ahead of time.
- All weekly course readings are available on Sakai under the “Resources” tab.

Communications and Technology Policy
Email will be used as the primary mode of correspondence for this course. As such, it is imperative that you activate your Loyola University account and check it often. Please also check your Loyola spam mail and mail foundry to ensure course related messages are not misdirected.

Additionally, Sakai will be used as a source of continual updates about course material. You can expect that all emails to the instructor will be responded to within 48 hours (if not sooner), not including weekends.

Given the emphasis on email and Sakai communications, please make sure you:
- Check your email frequently.
- Be patient. I am typically able to respond within 48 hours (not including weekends) and will do my best to get back to you as soon as possible.
- Include subject headings.
- Make every effort to be clear. Online communication lacks the nonverbal cues that fill in much of the meaning in face-to-face communication.
- Be courteous and considerate. This includes observing adequate forms of address and signing off your message with your name. This is an important aspect of professional conduct in our field and it makes a difference! I prefer being addressed as Blanca, Dr. Torres-Olave, or Prof. Torres-Olave, based on your comfort level. Miss/Ms./Mrs. Torres-Olave are not appropriate in this context.

Statement of Intent
By remaining in this course, students are agreeing to accept this syllabus as a contract and to abide by the guidelines outlined in this document.
PART II: SOE CONCEPTUAL FRAMEWORK & IDEA EVALUATION

A conceptual framework that emphasizes “Social Action through Education” guides instructional, extracurricular, and professional activities at Loyola’s School of Education. The Loyola School of Education faculty are dedicated to promoting professionalism in service of social justice by developing students’ knowledge, skills, ethics, and service to improve educational opportunities for all members of society.

This course houses a core assessment for the following Conceptual Framework Standard: 
*CFS1: Candidates critically evaluate current bodies of knowledge in their field.*

Loyola’s School of Education is committed to the value of diversity in all of its courses. In our examination of the history of U.S. higher education, we will examine many educational issues related to social justice over time within the academy. These issues address equity, diversity, religion, gender, class, ability, race and ethnicity, student academic success, funding patterns and access, and curricular content among others. Examining these issues illustrates how educational institutions both shape and are shaped by wider communities through their accommodation of and resistance to the ideas and values of those groups. This course addresses these issues and invites students to critically reflect on them for their own current and future professional practice in higher education.

Additionally, students will demonstrate the following competencies related to analytical inquiry:
- The ability to develop and support reasonable and logically sound interpretations;
- The ability to analyze various organizational, curricular, fiscal, legal, cultural, and historical structures, models, policies, and professional practices from multiple points of view and theoretical perspectives;
- The ability to continually assess and improve one’s own analytical abilities.

Dispositions

All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Fairness, and the Belief that All Students Can Learn.* The rubric for assessing dispositional behaviors can be found in Appendix A in this syllabus. The following are some general disposition-related expectations for all students in this course:

- You have a responsibility to our classroom community to come to class prepared having made an earnest attempt to read the assigned readings and complete assignments by their respective due dates. My expectation is that you will not merely try to complete the readings for the sake of completion but that you will take the time to critically read and reflect in order foster your own development and to stimulate classroom discussions.
- You will be expected to participate in several group-based discussions and activities. I ask that you take this role seriously and become a productive colleague and collaborator throughout this course.
- An important expectation of this course is that students will approach one another with the same ethic of care and concern that the student affairs and larger education profession demands that we exercise with our students and with each other. This approach requires a willingness to engage in critical and controversial—but civil—discourse aimed at advancing our individual and collective knowledge. Our goal is not always to reach consensus, but about hearing and exploring divergent perspectives, even if that means hearing some views we might not like to hear.
IDEA Course Evaluation Link for Students
Each course you take in the School of Education is evaluated through the IDEA Campus Labs system. We ask that when you receive an email alerting you that the evaluation is available that you promptly complete it. To learn more about IDEA or to access the website directly to complete your course evaluation go to: http://luc.edu/idea/ and click on STUDENT IDEA LOGIN on the left hand side of the page.

IDEA Outcomes
The following learning outcomes are considered either essential or important based on the IDEA course rating system:
- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course
- Learning to analyze and critically evaluate ideas, arguments, and points of view

LiveText
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: LiveText, www.luc.edu/education/syllabus-addendum/

This link directs students to statements on essential policies regarding academic honesty, accessibility, ethics line reporting and electronic communication policies and guidelines. We ask that you read each policy carefully.

This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – Social Action through Education.
PART III: PARTICIPATION AND EVALUATION POLICY

Course Assignments
You will be expected to complete the following assignments:

1. Small Group Presentation & Discussion (30% of final grade)
For this course, the week begins on Thursdays. At the beginning of each week, you will be assigned to a small group (3-4 students). You will find the group roster for that week under the corresponding Sakai Lesson tab.

As a group, you will discuss the course readings and come to a common understanding of the main themes. Based on your discussion, you will prepare a response to share with the rest of the class by Tuesday (11:59pm CST/CDT). Your response must include the 3 following elements:

a. A one-slide Powerpoint presentation outlining what you consider to be the three main takeaway points from the readings.

b. Using the VoiceThread audio and/or video features, include a brief explanation (2-4 minutes) of the points in your presentation. Why does your group see them as the main lessons or information presented in the readings?

c. What additional resources can help you deepen your understanding of the themes or information presented in the readings? Find an artifact, website, document, or some other artifact that you find relevant to the discussion and introduce us to it, either as part of the Powerpoint presentation or using the “screenshare” function in VoiceThread. What can we learn from it? How is it relevant to the week’s topic? The resource you choose does not necessarily have to be historical in nature; you may create connections to contemporary issues, personal or professional experiences, etc. as long as there is a clear and relevant connection to the topic at hand. This part of your presentation should be no more than 5-7 minutes long.

I will make comments on the group discussions on Wednesday-Thursday.

2. Research Paper and Peer Review Assignment (70% of final grade; see more detailed breakdown below)
Over the course of the semester you will write a research paper on a topic that relates to course content and to your own scholarly interests. While you have considerable leeway in determining the focus of your paper, it should touch upon an aspect of social justice in higher education. As an example, if you have an interest on the impact of peers (or social networks) on diversity-related outcomes, you could craft a literature review synthesizing theoretical approaches and/or empirical findings in the peer effects literature.

The purpose of structuring this as a semester-long project is twofold: First, it gives you time to become comfortable with the higher education scholarship and develop your own line of interest as we cover course content. Second, this approach emphasizes the use of feedback to improve your own work—an essential skill in academic and professional settings. There are four different components to this project:

a. Prospectus (Due September 27th, 10% of final grade)
You will submit a brief prospectus (1-2 pages not including references, double-spaced, Times New Roman 12, APA formatted), on the proposed topic for your paper. Your prospectus should clearly establish the focus of the paper, its relevance from a social justice perspective, and why the topic is
important to you. You will then schedule a 20-minute individual consultation with me to discuss your proposed topic and strategies to find relevant supporting documentation. Consultations will take place during the week of October 8-12.

a. **First full draft (Due October 25th, 20% of final grade)**
You will submit a research paper (10-12 pages not including references or appendices, double-spaced, Times New Roman 12, APA formatted) on your topic of choice. Your paper should make critical connections to relevant literature. For this you may use course readings or other scholarly sources, either from higher education or other fields. You should use scholarly evidence to support your arguments and use the correct citation format for all sources. Verbatim quotes should be used sparingly.

Notice that this is a COMPLETE paper rather than an outline or a first attempt at the paper. In other words, this document should be reflective of your best effort at producing a high-quality research paper. This is important because I will provide detailed feedback on your paper and point out specific ways to improve your writing and/or arguments. Academic writing is a lifelong process: Giving this initial draft your best effort is the only way to learn to fine-tune your own writing—not just for this assignment but for your academic/professional career.

b. **Revised manuscript and final reflection (Due December 10th, 30% and 10% of final grade, respectively)**
Using the feedback you receive for your initial draft as a guide, you will craft a revised, highly-polished final version of your paper (10-12 pages not including references or appendices, double-spaced, Times New Roman 12, APA formatted). The feedback may require you to make changes in formatting, providing supporting evidence, streamlining the flow of ideas, or incorporating more critical insight into the topic and/or literature. While your first draft will receive a grade, your ability to thoughtfully revise and edit your paper will be a much important determinant of your final grade.

You will also submit a short reflection (2-3 pages, double-spaced, Times New Roman 12, APA formatted) about your experience with the writing/revision process. Some possible questions to consider: What was the experience like for you? What aspects of it were useful, and what parts not so much? Were there parts of it that were more challenging than others, and if so, what made those parts challenging? How did you move past the challenging parts? What did you learn about your writing process? How, if at all, did the different stages of the writing assignment help you integrate course content?

**Submitting Final Paper to LiveText**
The School of Education requires that your final paper be submitted via LiveText (www.livetext.com), as this assignment has been selected for a core assessment for School of Education CAEP accreditation purposes. See Appendix B for details on using LiveText.

**Style/Formatting [IMPORTANT!]**
- Unless otherwise indicated, all assignments should be formatted in APA style (6th edition), double-spaced, and use Times New Roman 12.
- Please use the following format to label each document prior to uploading it to Sakai: [Last Name, First Name, Name of Assignment]. Omit the commas and brackets. Example: Torres-Olave Blanca Final Reflection

**Evaluation of Written Assignments**
Evaluation of all written assignments will be based on clarity of writing, organization of ideas, soundness of argumentation, and appropriate use of APA citation and formatting. You can find the grading rubric for the main written assignment on Sakai. **Late assignments or assignments that are incomplete, poorly written, or done in haste will be marked down accordingly.**

Complete and submit assignments on or before due dates. Please submit assignments on Sakai using the Assignments tab. As a matter of fairness and courtesy to all students, penalties for late submission of student work may be assessed. Points may be deducted for each 24 hour period that an assignment is submitted past the due date/time. No points will be deducted in the case of a true emergency when the student notifies me. Grades of "Incomplete" at end of term are seldom given and should only be requested (in advance) when an emergency prevents timely completion of course assignments at end of term.

**Final Grade Determination**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Small group discussions</td>
<td>30%</td>
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<tr>
<td>Prospectus</td>
<td>10%</td>
</tr>
<tr>
<td>First full draft</td>
<td>20%</td>
</tr>
<tr>
<td>Revised final draft</td>
<td>30%</td>
</tr>
<tr>
<td>Final reflection</td>
<td>10%</td>
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<tr>
<td><strong>Total</strong></td>
<td>100%</td>
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**Final grade on a 1-100 scale**

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<tr>
<th>Points Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>94---100</td>
<td>A</td>
</tr>
<tr>
<td>90---93</td>
<td>A-</td>
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<tr>
<td>86---89</td>
<td>B+</td>
</tr>
<tr>
<td>82---85</td>
<td>B</td>
</tr>
<tr>
<td>77---81</td>
<td>B-</td>
</tr>
<tr>
<td>72---76</td>
<td>C+</td>
</tr>
<tr>
<td>67---71</td>
<td>C</td>
</tr>
<tr>
<td>62---66</td>
<td>C-</td>
</tr>
<tr>
<td>57---61</td>
<td>D+</td>
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</table>

**Late Assignments/Participation Policy**

Unless otherwise announced, all assignments must be posted in Sakai by the end of the day (midnight) of the due date. Sakai provides a date and time stamp for all posted materials. **Each assignment is graded on a scale of 1-100; you will be penalized three points per day for assignments posted after the due date.** If there is an unavoidable problem getting an assignment in on time, please notify me ahead of time to make alternate arrangements.

**Late participation on VoiceThread:** The richness of online discussions is heavily dependent on all students participating in a timely manner. **Each late participation (on either the initial response to the readings or to the small group discussion) will result in a 3-point penalty on your final participation grade.** A no-show will result in a 5-point penalty on your final participation grade. That being said, I understand that life happens: If you know ahead of time that you might be late or will be unable to participate, let me know ahead of time so we can make alternate arrangements.

**Making up for a missed class,** If you have an emergency or a major situation that keeps you from participating in a class session, please notify me as soon as possible prior to class. Doing so will allow...
you to complete the assignment below in lieu of regular class participation. Please note that advance notice is an absolute must to make up for a missed class. You can only request this extra assignment once during the semester.

- Post a response to each one of the group presentations for that week. What was interesting? How did it connect to your own understanding of the readings? Are there additional resources that can help us broaden our view of the topic? Do you have any questions for the group? This part of the assignment must be completed no later than 10 days after the missed class.
## PART IV: COURSE AT A GLANCE

<table>
<thead>
<tr>
<th>Date</th>
<th>Session</th>
<th>Theme</th>
<th>Readings/Task</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug. 30</td>
<td>1</td>
<td>Introduction</td>
<td>Watch introductory video on VoiceThread; complete brief assignment.</td>
</tr>
<tr>
<td>Sept. 6</td>
<td>2</td>
<td>Origins: From the Colonial period to the Antebellum</td>
<td>Perkins, 1997; Lucas, 2006, Ch. 4; Wright, 1997</td>
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<tr>
<td>Sept. 13</td>
<td>3</td>
<td>The Morrill Act, standardization, and the rise of the New University</td>
<td>Thelin 2010, Ch. 3 &amp; 4; Hawkins, 1997</td>
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<tr>
<td>Sept. 20</td>
<td>4</td>
<td>Elites and Outsiders at the turn of the 19th Century: Women, Low-income, and Jewish Students</td>
<td>Wechsler, 1997; Karabel, 2006 Ch. 4; Nidiffer &amp; Bouman, 2004; Miller-Bernal, 2006</td>
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<tr>
<td>Oct. 11</td>
<td>7</td>
<td>Individual consultations</td>
<td></td>
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<tr>
<td>Oct. 25</td>
<td>9</td>
<td>The ongoing transformation of the American campus: Focus on Minority-Serving Institutions</td>
<td>Gasman et al., 2015; Laden, 2004; Pavel, Inglebret &amp; Banks, 2001; Park &amp; Chang, 2010</td>
</tr>
<tr>
<td>Nov. 8</td>
<td>11</td>
<td>Academic Capitalism</td>
<td>Rhoades &amp; Slaughter, 2006 (Read first); Marginson &amp; van der Wende, 2007; Mars &amp; Rhoades, 2012; Gonzales et al., 2014</td>
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<tr>
<td>Nov. 15</td>
<td>12</td>
<td>ASHE Conference (No Class)</td>
<td></td>
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<tr>
<td>Nov. 22</td>
<td>13</td>
<td>Thanksgiving Break (No Class)</td>
<td></td>
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<tr>
<td>Nov. 29</td>
<td>14</td>
<td>Academic labor</td>
<td>Rhoades &amp; Torres-Olave, 2015; Cantwell &amp; Lee, 2010</td>
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### Required Readings (Updated readings forthcoming)


Appendix A: Professional Dispositions

Beginning with Fall semester 2013, the School of Education requires all programs to assess students not only on knowledge gained and skills developed or enhanced but also on attitudes and dispositions that connect with specific behaviors expected of professional educators regardless of their field of study. Each graduate program has developed a comprehensive rubric that will be used by faculty in each graduate course to assess students on those dispositions deemed important for those preparing to work with students in higher education. During each academic year, all students are evaluated by faculty based on their collective assessments in courses completed during the year. The assessment rubric for Fall 2014 Higher Education courses is included below and students are expected to become familiar and to strive to adhere to each set of expectations. The course rubrics are completed by faculty in LiveText and these rubrics will also be available to students for review. Depending on the results of the annual review, students may be asked to meet with program faculty to discuss specific aspects of the assessment.

Professional Dispositions
Loyola University Chicago
Higher Education Program

<table>
<thead>
<tr>
<th>CANDIDATE________________________________________________</th>
<th>FACULTY___________________________________________________</th>
<th>DATE        ________________________________________________</th>
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</table>

Please rate the candidate using: Target (above average), Acceptable, Unacceptable

<table>
<thead>
<tr>
<th>Professionalism</th>
<th>Target</th>
<th>Acceptable</th>
<th>Unacceptable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professionalism</td>
<td>Student demonstrates exceptional ability to work well with others, lead educational initiatives, and show leadership qualities in professional settings</td>
<td>Student demonstrates an ability to work well with others in a professional setting through exhibiting behaviors such as punctuality, meeting deadlines, and being open and responsive to feedback</td>
<td>Student fails to demonstrate professional behavior in the academic or work setting</td>
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</tbody>
</table>

Student meets all deadlines

Student attends class and is punctual for all professional obligations

Student communicates promptly with faculty, supervisors, employers, and peers
<table>
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<tr>
<th>(no longer than 2 business days)</th>
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<tbody>
<tr>
<td>Student is able to express himself or herself appropriately (verbally and in writing) with faculty, supervisors, employers, and peers</td>
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<tr>
<td>Student is able to work effectively with peers on assignments</td>
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<td>Student demonstrates ethical behavior in all professional and graduate student work</td>
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<tr>
<td>Student adequately addresses feedback provided on coursework (e.g., grammar, APA style, content)</td>
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<tr>
<td>Student accurately cites material in academic work ascribing appropriate credit for information conveyed</td>
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<tr>
<td><strong>Fairness</strong></td>
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<td></td>
<td>Student demonstrates exceptional ability to understand the situations of others and responds in an appropriate, proactive manner</td>
<td>Student demonstrates ability to understand the situations of others and responds in an appropriate, proactive manner</td>
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<td></td>
<td>Student is considerate (verbally and nonverbally) of appropriately expressed feelings and opinions of others</td>
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<td></td>
<td>Student exhibits active listening skills</td>
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<td></td>
<td>Student is able to accept constructive feedback</td>
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<td></td>
<td>All students can learn</td>
<td>Student exhibits</td>
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<td></td>
<td>exemplary understanding and practice reflecting the belief that all students, regardless of contextual influences, are capable of learning</td>
<td>demonstrates in practice that all students, regardless of contextual influences, are capable of learning</td>
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<td>--------------------------</td>
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<td>-----------------------------------------------------------------------------------------------</td>
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<tr>
<td>Student is sensitive to cultural differences</td>
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<tr>
<td>Student respects the diversity of learning styles</td>
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<tr>
<td>Student uses the framework of social justice in decision making</td>
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Comments:
Appendix B: Submitting a Course Assignment From the LiveText Dashboard

*Note: For best results, use Mozilla Firefox as your browser when working in LiveText.*

1. Click the link associated with the assignment. If an assignment has not yet been started, the student is directed to the **Assignment Details** page to review the assignment description, due dates, assessment methods, and associated outcomes. The **Submit Assignment** action button is not available to students at this stage.
2. Once an assignment has been started or an artifact has been inserted into the Assignment Submission page, the **Submit Assignment** button will be activated on the **Dashboard** for that assignment.
3. Click the **Submit Assignment** button that corresponds with the assignment to be submitted.
4. The **Latest Submission** tab opens and displays method(s) for submitting artifacts including **LiveText Document**(s), **URL**(s), and **File Attachment**(s). You may also add notes to your submission in the **Note** text box. Multiple methods may be selected for artifact submission. (Go to **Insert Artifacts for the Assignment Submission** page to learn its details.)
5. When finished uploading all artifacts, click the **Submit Assignment** button to complete the submission process.
6. The **Latest Submission** tab will display the most recent submission, links to the associated artifacts, the date of the submission, and the status of the submission (e.g. Awaiting Assessment).

*Note:* Users can also retrieve the entire courses list that corresponds the academic term by going to the **Courses** tab.

**Using a Course Assignment Template in LiveText**

1. Click the **Dashboard** tab.
2. Click the **For assignment details and template(s) click here** link below the title of the assignment.
3. In the Assignment Template section, click the **Use this template** link located to the right of the assignment template title. If you have already created a document from this template for the assignment, a warning message will appear.
4. At this point, the system automatically associates this document with this assignment's submission page.
5. After clicking the **Use this template** link, the document will open and is ready for editing. From this point forward, your document will be located under and accessible from the **My Work** area under the **Documents** tab.
6. *Note: For best results, use Mozilla Firefox as your browser when working in LiveText.*