



HIED 637 01W Seminar in Instructional Leadership COURSE SYLLABUS: FALL 2015

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COURSE INFORMATION

Textbook(s) Required

Planning and Assessment in Higher Education by Michael Middaugh, ISBN: 9780470400906

Assigned online readings will be available on eCollege HIED 637 course.

Course Description

This course examines the application of a variety of institutional assessment processes to the development, or improvement, of the organization and to the measurement of accountability. Special attention will be devoted to strategic planning as a necessary foundation for both assessment and development.

Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Analyze the culture of an institution. Specifically, the student will be able to
 - a. Describe the nature of culture in higher education institutions.
 - b. Explain how institutional culture can impact the success of an institution.
2. Synthesize a change model from change models in the literature. Specifically, the student will be able to
 - a. Differentiate among change theories for higher education.
 - b. Explain the common change principle that top-down change does not work.
 - c. Develop a personal perspective of change in a higher education institution
3. Develop an overall mission for higher education based on an understanding of the purpose of higher education in the United States. Specifically, the student will be able to
 - a. Describe the purposes of higher education in the United States.
 - b. Interpret mission statements.
4. Demonstrate an understanding of strategic planning in higher education. Specifically, the student will be able to

- a. Discuss the importance of strategic planning in higher education.
 - b. Evaluate different approaches to strategic planning in higher education institutions.
5. Analyze the concepts of accountability and improvement in higher education. Specifically, the student will be able to
 - a. Describe the purpose and culture of accountability in higher education.
 - b. Explain the basis and necessary requirements for institutional improvement in higher education.
 - c. Discover why accountability and improvement are somewhat divergent concepts in higher education.
6. Explain the purpose of outcomes assessment in higher education. Specifically, the student will be able to
 - a. Explain the influence of external accountability on higher education institutions.
 - b. Discuss different approaches to outcomes assessment in higher education.
 - c. Explain the concept of using assessment to improve practice in higher education.
7. Develop a plan to measure outcomes. Specifically, the student will be able to
 - a. Create measurable outcomes.
 - b. Identify appropriate methods for measuring outcomes
8. Synthesize the role of outcomes assessment in institutional effectiveness. Specifically, the student will be able to
 - a. Describe an effective higher education institution.
 - b. Describe procedures for measuring institutional effectiveness.

COURSE REQUIREMENTS

Instructional/Methods/Activities

A serious commitment to mastery of the content. An online course inherently requires students to assume the responsibility for their own learning and to be active, self-directed learners.

Assigned readings, as noted in this syllabus, as well as extensive outside reading in applicable literature. This reading will serve as a basis for online discussion. Late submissions **WILL NOT** be accepted.)

A quiz for each week's topic, based on the content presented by the professor.

To be considered for a grade of A, a research paper or book summary is also required (**maximum**: 1500 words, plus reference list). Both should present an argument for accountability that can only be obtained through instructional improvement. Papers **MUST** conform to the requirements of the *APA Style Manual* (5th or 6th ed.).

GRADING

The following criteria will be utilized for student evaluation:

Quizzes—40 pts.

Online discussion original posting—40 pts.

Online discussion peer feedback—40 pts.

(Total possible without paper—120 pts.)

Research paper or book summary—40 pts.

(Total possible with paper—160 pts.)

The minimum number of points required for each grade is as follows:

A—125

B— 90

C— 70

Please remember, no grade below a “B” may be applied to a doctoral degree.

TECHNOLOGY REQUIREMENTS

This is 100% online class. All instructional activities and assignments will be delivered and received online using the eCollege learning media platform.

The following technological resources will be required.

- Access to a computer with Internet access (high-speed preferred)
- Document Productivity Software (Microsoft Office preferred)

ACCESS AND NAVIGATION

Our campus is optimized to work in a Microsoft Windows environment. This means our courses work best if you are using a Windows operating system (XP or newer) and a recent version of Microsoft Internet Explorer (8.0 or higher).

Your courses will also work with Macintosh OS X along with a recent version of Safari 2.0 or better. Along with Internet Explorer and Safari, eCollege also supports the Firefox browser (3.0) on both Windows and Mac operating systems.

It is strongly recommended that you perform a "Browser Test" prior to the start of your course. To launch a browser test, login in to eCollege, click on the 'myCourses' tab, and then select the "Browser Test" link under Support Services.

eCollege Access and Log in Information:

This course will be facilitated using eCollege, the Learning Management System used by Texas A&M University-Commerce. To get started with the course, go to:

<https://leo.tamuc.edu/login.aspx>.

You will need your CWID and password to log into the course. If you do not know your CWID or have forgotten your password, please contact Technology Services at 903.468.6000 or helpdesk@tamuc.edu.

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week, by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

COMMUNICATION AND SUPPORT

Interaction with Instructor Statement

Please periodically review (1) updated announcements within the HIED 637 eCollege course homepage for updated information pertaining to this course and (2) your MyLeo email account in case I need to send you a confidential message. Although I will reply to emails from non-university email accounts, I will only send original messages to MyLeo email accounts. Thank you for understanding my request, as I have no control over firewalls from your home or work.

Participation & Communication: I expect each of you to be active and thoughtful participants within the learning environment (eCollege) and your learning community. You are to expect the same of me.

- Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours, depending upon the time your message was received. However, I encourage you to post all generic questions to the Q&A forum section of the course in order to avoid duplicate questions. The chances are that your peers will have the same question. Each of the seven modules within our HIED 637 course shell has a link entitled Module Q&A where you can post questions and review responses to questions that pertain to course information as we progress through this course. While you are welcome to email me in reference to personal matters, I prefer that you ask non-confidential questions through the Module Q&A forums.
- You can meet me during my office hours by appointment (Tuesdays 9:00-1:00 Commerce #110 & Virtually during the day by appointment). Another way to interact with me is through skype (my ID is hrdswon). Or if you want to talk via phone, you may contact me via my cell phone 217-493-5741 (Please leave detailed message if I do not answer).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, Times New Roman, double-spaced. Normal margins: one inch left, right, top, and bottom. Written assignments will be graded according to the following criteria:

- Completeness of response to the assignment
- Organization and coherence
- Appropriate grammar, punctuation, spelling
- Use of disciplinary format and citation style: Paper displays correct use of student's disciplinary format and citation style (APA, 6th Edition).

Respect Differing Views

As with all graduate courses, this course deals with ideas. Please be respectful of individuals with ideas and beliefs that differ from your own. People can have complex reasoning for what is seen as, on the surface, a simple idea. Only civil and even-tempered discussions will be permitted in class.

Writing Center

Students are encouraged to visit the A&M-Commerce Writing Center for writing assistance. Visit the website at:

<http://www.tamuc.edu/academics/colleges/humanitiesSocialSciencesArts/departments/literatureLanguages/writingCenter/default.aspx>

ADA Statement

Students with Disabilities:

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 have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce
Gee Library- Room 132
Phone (903) 886-5150 or (903) 886-5835
Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Scholarly Expectations:

All works submitted for credit must be original works created by the scholar uniquely for the class. It is considered inappropriate and unethical, particularly at the graduate level, to make duplicate submissions of a single work for credit in multiple classes, unless specifically requested by the instructor. Work submitted at the graduate level is expected to demonstrate higher-order thinking skills and be of significantly higher quality than work produced at the undergraduate level.

Dropping the Class

At times, we become overloaded or have unplanned events that demand our attention. If you need to adjust your schedule by dropping this course, please follow university procedures to officially drop the class. Please do not just disappear. If you fail to officially drop the class, a grade must be assigned at the end of the course.

Incomplete Grades

Per university policy, you must visit with the instructor, develop, and sign "A Plan for Completing the Grade of X" before you may receive an incomplete for the course. The reason for such requests is limited to "circumstances beyond student's control which prevented student from attending classes during Finals Week or the preceding three weeks." You are notified that the deadline date for all plans is not to exceed one semester. Failure to fulfill plan requirements within the specified time will result in a course grade of F.

Academic Honesty:

Please see the TAMU-C Graduate Catalog and the Publication Manual of the American Psychological Association (2010) for the discussion of academic honesty. Academic honesty is especially important when it comes to citing/quoting sources in research papers and assignments. Students are responsible for reading this material and becoming familiar with the conventions for acknowledging sources of information. Consequences for academic dishonesty range from failing a specific assignment to expulsion from the University. "Conduct that violates generally accepted standards of academic honesty is defined as academic dishonesty, which includes, but is not limited to plagiarism (the appropriation or stealing of ideas or words of another and passing them off as one's own), cheating on exams or other course assignments, collusion (the unauthorized collaboration with others in preparing course assignments) and abuse (destruction, defacing, or removal) of resource material."

Student Conduct

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See *Code of Student Conduct from Student Guide Handbook*).

COURSE OUTLINE / CALENDAR

Every effort will be made to adhere to the course schedule as noted below. However, unforeseen circumstances may require changes to the schedule. In that case, changes will be announced via University email and in announcements. The professor reserves the right to change the schedule if necessary and depending on the progress of the class. I highly recommend that you follow the schedule outlined below **VERY CAREFULLY** so that you will complete and turn in your assignments on time.

Topic	Reading – <i>Most readings are online. Instruction to find article(s) will be located inside each module on eCollege.</i>
Module 1: Institutional Culture Aug. 31-Sep. 13	Tierney + two other resources
Module 2: Change in Higher Education Sept. 14-Sept. 27	Hall & Hord + one other publication that confirms the weaknesses of top-down change
Module 3: Mission and Purposes of Higher Education Sept. 28-Oct. 11	Drucker + two other resources
Module 4: Strategic Planning in Higher Education Oct. 12-Oct. 25	Hines + two other resources
Module 5: Accountability and Improvement Oct. 26-Nov. 8	Nelson + two other resources focusing on improvement in higher education
Module 6: Outcomes Assessment & Measurement Nov. 9-Nov. 22	Travis, Bers + two other resources from syllabus
Module 7: Institutional Effectiveness Nov. 23-Dec. 18	Cameron & Whetton + two other resources from syllabus Research paper or book summary, final course reflection