



HIED 615 Introduction to Higher Education

COURSE SYLLABUS: Fall 2016

Instructor: Seung Won Yoon, Ph.D. Professor

Office Location: Commerce - Young Education North #110

Office Hours: Tuesdays 9:00 am -1:00 pm, Commerce & Virtual by appointment

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COURSE INFORMATION

Textbook(s) Required

1. Bastedo, M., Altbach, P., & Gumport, P. (2016). *American higher education in the twenty-first century: Social, political, and economic challenges* (4th ed). **ISBN-13:** 978-1421419909
2. Selingo, J. (2013). *College (Un)bound: The future of higher education and what it means for students*. ISBN-13: 978-1477800744

Course Description

This course provides a foundation for understanding how institutions of higher education in America function. Students will learn about various institutional-internal and external environments and systems that comprise the American higher education system. Students will be continuously asked to analyze how examined environments and systems influence changes in the higher education system, an institution of his/her interest, as well as one's chosen career.

Student Learning Outcomes

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

- Describe the evolution and trends of the higher education system in the U.S. based on knowledge of major history, reforms, and changes.
- Explain strengths, critiques, and demands regarding universities and colleges in the American higher education system.
- Discuss roles and needs of core stakeholders of the higher education system in the U.S.: students, faculty, institutional leaders, governing board, policy makers, and the public.
- Describe major trends associated with curriculum development, graduate education, role of research, and the treatment of academic freedom in the U.S. higher education system.
- Describe and explain the role and influence of the federal and the state government.

- Describe how higher education systems are influenced by legal and financial environments and systems.
- Explain how institutional stratification and diversity has been driving changes and expansion.
- Review past and present teaching and learning practices and plan for leveraging technologies and best practices.
- Articulate what colleges must offer in view of changing environments, expectations, and critiques.

COURSE REQUIREMENTS

This is a fully online course. Assignments will be delivered via the eCollege learning media platform. Knowledge of the substantive material covered in the course is of central importance. Grading will include consideration of content as well as grammar, spelling, organization, and explicit use of readings.

A serious commitment to mastery of the content and contribution to the learning is expected. An online course inherently requires students to be active, reflective, and contributive learners.

Assigned readings as noted within the module overview as well as extensive outside reading in applicable literature. This reading will serve as a basis for online discussion. Late submissions, one week past the due date **WILL NOT** be accepted, and each day late will incur 10% score deduction. I do understand that sometimes there are circumstances outside one's control that may impact timely submission of assignments, such as jury duty, hospitalization, or death of a family member. In these instances, a student is expected to notify the instructor before the assignment deadline.

Course Grade Determination:

Discussion Boards (7 at 15 points each = 105 points total):

Each discussion board contains discussion thread topics pertaining to a specific chapter (or chapters) in the textbook. Each discussion thread topic will require a "post" and at least one reply to fellow classmate's posts.

Initial Post (80%): Student provides thoughtful and thorough response to each topic for discussion. Students will need to complete an initial "post" to each discussion board thread at least four days before the module end date. Review "post" content for correct grammar and spelling.

Replies (20%): Student provides constructive comments to a fellow classmate's post. Reply content must relate to discussion topic. Review "reply" content for correct grammar and spelling. It is suggested that each reply consist of a minimum of four to five complete sentences.

Sharing Bio (5 points): During the first week, students will share their higher education experiences and/or interests. The instructor and class members will and can use this information for more meaningful interactions.

Course Reflection (10 points): During the last module, students will share his/her personal reflection about course experiences and make suggestions for the instructor and to the future students.

Professional Association Scavenger Hunt (20 points): During the first module, students will examine professional associations for various higher education careers. Knowledge and experiences through professional associations are important part of learning and development for graduate students.

Article Critique (20 points):

Article critique assignments allow students to further develop their analysis and synthesis skills, and scholarly writing talents, by selecting journal articles and relating them to the course content. HIED students must evaluate scholarly literature and use a variety of research techniques to establish a strong working knowledge of their discipline. Completing these critiques requires students to summarize and evaluate scholarly articles, and identify possible applications to the Research Paper.

American Psychological Association (APA) 6th edition formatting is required for all writing assignments.

Research Paper (50 points):

The major paper/project for the class is a research paper that will be a synthesis and application of a selected topic among course modules. You will have two options to choose:

- Option 1 - Interview research paper
- Option 2 - Literature review research paper

More details can be found in the eCollege course.

American Psychological Association (APA) 6th edition formatting is required for all writing assignments.

Grading	<i>* Scoring scheme is subject to change</i>
Class Discussion	15 x 7 points = 105
Sharing Bio & Course Reflection	5 and 10 pts each = 15
Professional Association Scavenger Hunt	20 points
Article Critique	20 points
Research Paper	50 points
Peer Evaluation	10 points
Total	220 points (A > 90%, B > 80%, C > 70%)

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

TECHNOLOGY REQUIREMENTS

The information contained in this section has been provided to assist you in preparing to use technology in your online course. The following technology is required to be successful in this course.

- Internet connection – high speed recommended (not dial-up)
- Word Processor (Microsoft Office Word – 2007 or 2010)
- Access to University Library site
- Access to an email

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 (Vista or newer) and a recent version of Web browser (less than 1 year old).

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.

ACCESS AND NAVIGATION

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 653 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. 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). 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 the course shell has a link entitled Module Q&A where you can post questions and review responses to questions that pertain to the particular module. 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 (Tue 9 am – 1 pm at Commerce #110 & Virtually during the day by appointment). Another way to interact with me is through skype (my ID is hrdswon – to Skype, both should be in the contact list, so send me your Skype ID to me or send me a request directly through Skype revealing who you are).

COURSE AND UNIVERSITY PROCEDURES/POLICIES

Scholarly Expectations

All works submitted for credit must be original and created 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.

Academic Honesty

Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including (but not limited to) receiving a failing grade on the assignment, the possibility of failure in the course and dismissal from the University. Since dishonesty harms the individual, all students, and the integrity of the University, policies on scholastic dishonesty will be strictly enforced. In all instances, incidents of academic dishonesty will be reported to the Department Head. Please be aware that academic dishonesty includes (but is not limited to) cheating, plagiarism, and collusion.

Cheating is defined as:

- Copying another's test or assignment
- Communication with another during an exam or assignment (i.e. written, oral or otherwise)
- Giving or seeking aid from another when not permitted by the instructor
- Possessing or using unauthorized materials during the test
- Buying, using, stealing, transporting, or soliciting a test, draft of a test, or answer key

Plagiarism is defined as:

- Using someone else's work in your assignment without appropriate acknowledgement
- Making slight variations in the language and then failing to give credit to the source

Collusion is defined as:

- Collaborating with another, without authorization, when preparing an assignment

If you have any questions regarding academic dishonesty, ask. Otherwise, I will assume that you have full knowledge of the academic dishonesty policy and agree to the conditions as set forth in this syllabus.

Please see the Texas A&M University-Commerce (TAMUC) 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" (Texas A&M University-Commerce, Graduate Catalog).

Intellectual Ownership

When reviewing the literature, one frequently peruses written thoughts, findings, conclusions, and perspectives of individuals and organizations that may be used to create credibility and/or rationale from investigative studies. A problem, however, is how to capitalize on such information, yet not violate the principles of intellectual ownership. One solution involves answering two questions: (1) what is plagiarism? (2) How is plagiarism avoided? Simply stated, plagiarism is claiming another person's or organization's works as one's own. Such violations may be avoided by knowing how to use and acknowledge the works of others. The 6th Edition of the Publication Manual of the American Psychological Association states: "Authors do not present the work of another as if it were their own work" (p. 16). "Whether paraphrasing, quoting an author directly, or describing an idea that influenced your work, you must credit the source" (p.170). Quotation marks should be used to indicate the exact words of another. Each time you paraphrase another author (i.e., summarize a passage or rearrange the order of a sentence and change some of the words), you will need to cite it in the text.

Some people seem to believe that anything found on the Internet is free to use as they please. The "cut and paste" option also makes it easy to plagiarize. However, information on the web must be properly cited just as you would any "hard copy" periodicals. In this course, APA style citation is expected. Any written assignments must include in text citations as well as a separate reference page. The following web site provides valuable insight relating to what constitutes plagiarism and how it may be avoided:

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>.

To avoid plagiarism an individual must give credit wherever he or she uses:

- another individual's idea, opinion, or theory

- facts, statistics, graphs, and drawings that are not common knowledge
- quotations of another individual's spoken or written words
- paraphrase another individual's spoken or written words

Any deviation from the guidelines concerning quotes and citations constitutes plagiarism, as it suggests that you are trying to submit someone else's work and creativity as your own. In accordance with the Texas A&M University-Commerce Code of Student Conduct Section 5.b [1, 2, 3], the penalties for students guilty of academic dishonesty include disciplinary probation, suspension, and expulsion. If you have any questions, please let me know.

Attendance Policy

Students are expected to "attend class" and actively participate. The professor will monitor student participation/activity.

APA Citation Format Policy

It is very important that you learn how to cite properly. In some ways, citations are more important than the actual text of your paper/assignment. Therefore, you should take this task seriously and devote some time to understanding how to cite properly. If you take the time to understand this process up front, it will save you a significant amount of time in the long run (not to mention significant deductions in points).

Drop Course Policy

Students should take responsibility for dropping themselves from the course according to University policy should it become necessary.

University Specific Procedures

ADA Statement

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

Go to the following email address: StudentDisabilityServices@tamuc.edu

Go to the following link: [Student Disability Resources & Services](#)

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).

A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.