



A&M  
COMMERCE

**HIED 615 Introduction to Higher Education**  
**COURSE SYLLABUS: Summer 2020**

**Instructor:** Katie Koo, PhD. Assistant Professor  
Department of Higher Education and Learning Technologies

**Office Location:** Education North Room # 103

**Office Hours:** Mondays 9:00 am to 11:00 am virtually,  
Tuesdays 9:00 am to 11:00 am virtually,  
or by appointment

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**University Email Address:** [katie.koo@tamuc.edu](mailto:katie.koo@tamuc.edu)

**Zoom Link:** <https://zoom.us/j/7480096595>

**Preferred Form of Communication:** Email

**Communication Response Time:** 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.

## COURSE INFORMATION

### 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.

As a core class for the Higher Education Graduate Program, HIED 615 Introduction to Higher Education is a rigorous course that requires superior performance by students. Hence, all students will be held to the highest expectations in all course requirements.

### **Materials – Textbooks, Readings, Supplementary Readings Textbook(s) Required**

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

Selingo, J. (2013). *College (Un)bound: The future of higher education and what it means for students*. ISBN-13: 978-1477800744

## **COURSE REQUIREMENTS**

### **Minimal Technical Skills Needed**

Using the learning management system: D2L system, using Microsoft Word and PowerPoint, using presentation and graphics programs, etc.

### **Instructional Methods**

The learning process will be conducted via bi-weekly modules with course contents, PPT lectures, course discussions, assignments and assignment feedback, and peer review works. Additionally, one on one faculty-student meeting is available when required.

### ***Student Responsibilities or Tips for Success in the Course***

-Log into the course website regularly (preferably every other day).

-Expected amount of weekly study and participation time is 12 to 15 hours per week.

-Be prepared to be an active learner and participant for the class.

-Feel free to contact the instructor when you need help.

-Please submit all assignments on time. Late assignments are not accepted.

*The syllabus/schedule are subject to change.*

-Assignments that you complete for this course should not have been used in other courses.

## Writing Requirements

All papers are to follow APA format guidelines. Begin papers with an APA title page. Font is to be 12 point, New Times 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).

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 overviews 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.

## GRADING

Final grades in this course will be based on the following scale:

**Grading Rubric:** A: 150 – 141    B: 140 – 131    C: 130 – 121    D: 120-111    F: 110 and below

## Assessments

**\*\*Assignments that you complete for this course should not have been used in other courses.**

**Late assignment is not accepted. However, if you have a reasonable issue on the late submission, your late module assignments will lose one letter grade (10%) per day late.** The measurement of days ends at 11:59pm the following day of class. A new day begins at Midnight (12 am) at continues to 11:59 pm. Late assignments may be turned in via email.

**Discussion Boards (7 discussions X 10 points each = 70 points total):**

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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 **FOUR** 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 Thursday (except for Module 7). Review “post” content for correct grammar and spelling.

**Replies (20%):** Student provides constructive comments to a fellow at least **FOUR** 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 (5 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 – Master’s Student ONLY (50 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 American Psychological Association (APA) 6th edition formatting is required for all writing assignments.

**Research Paper – Doctoral Students ONLY (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 may be found in the D2L course.

American Psychological Association (APA) 6<sup>th</sup> or 7<sup>th</sup> edition formatting is required for all writing assignments.

<b>Grading</b>	<i>* Scoring scheme is subject to change</i>
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Class Discussion	7 x 10 points = 70
Sharing Bio & Course Reflection	5 points & 5 points = 10
Professional Association Scavenger Hunt	20 points
Article Critique	50 points (Masters students only)
Research Paper	50 points (Doctoral students only)
<b>Total</b>	150 points

## TECHNOLOGY REQUIREMENTS

### Browser support

D2L is committed to performing key application testing when new browser versions are released. New and updated functionality is also tested against the latest version of supported browsers. However, due to the frequency of some browser releases, D2L cannot guarantee that each browser version will perform as expected. If you encounter any issues with any of the browser versions listed in the tables below, contact D2L Support, who will determine the best course of action for resolution. Reported issues are prioritized by supported browsers and then maintenance browsers.

Supported browsers are the latest or most recent browser versions that are tested against new versions of D2L products. Customers can report problems and receive support for issues. For an optimal experience, D2L recommends using supported browsers with D2L products.

Maintenance browsers are older browser versions that are not tested extensively against new versions of D2L products. Customers can still report problems and receive support for critical issues; however, D2L does not guarantee all issues will be addressed. A maintenance browser becomes officially unsupported after one year.

Note the following:

- Ensure that your browser has JavaScript and Cookies enabled.
- For desktop systems, you must have Adobe Flash Player 10.1 or greater.
- The Brightspace Support features are now optimized for production environments when using the Google Chrome browser, Apple Safari browser, Microsoft Edge browser, Microsoft Internet Explorer browser, and Mozilla Firefox browsers.

### Desktop Support

Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Microsoft® Edge	Latest	N/A
Microsoft® Internet Explorer®	N/A	11
Mozilla® Firefox®	Latest, ESR	N/A
Google® Chrome™	Latest	N/A

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Browser	Supported Browser Version(s)	Maintenance Browser Version(s)
Apple® Safari®	Latest	N/A

### Tablet and Mobile Support

Device	Operating System	Browser	Supported Browser Version(s)
Android™	Android 4.4+	Chrome	Latest
Apple	iOS®	Safari, Chrome	The current major version of iOS (the latest minor or <b>point</b> release of that major version) and the previous major version of iOS (the latest minor or <b>point</b> release of that major version). For example, as of June 7, 2017, D2L supports iOS 10.3.2 and iOS 9.3.5, but not iOS 10.2.1, 9.0.2, or any other version.  Chrome: Latest version for the iOS browser.
Windows	Windows 10	Edge, Chrome, Firefox	Latest of all browsers, and Firefox ESR.

- You will need regular access to a computer with a broadband Internet connection. The minimum computer requirements are:
  - 512 MB of RAM, 1 GB or more preferred
  - Broadband connection required courses are heavily video intensive
  - Video display capable of high-color 16-bit display 1024 x 768 or higher resolution
- You must have a:
  - Sound card, which is usually integrated into your desktop or laptop computer
  - Speakers or headphones.
  - \*For courses utilizing video-conferencing tools and/or an online proctoring solution, a webcam and microphone are required.
- Both versions of Java (32 bit and 64 bit) must be installed and up to date on your machine. At a minimum Java 7, update 51, is required to support the learning management system. The most current version of Java can be downloaded at: [JAVA web site](http://www.java.com/en/download/manual.jsp)  
<http://www.java.com/en/download/manual.jsp>
- Current anti-virus software must be installed and kept up to date.

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Running the browser check will ensure your internet browser is supported.

Pop-ups are allowed.

JavaScript is enabled.

Cookies are enabled.

- You will need some additional free software (plug-ins) for enhanced web browsing. Ensure that you download the free versions of the following software:
  - [Adobe Reader](https://get.adobe.com/reader/) <https://get.adobe.com/reader/>
  - [Adobe Flash Player](https://get.adobe.com/flashplayer/) (version 17 or later) <https://get.adobe.com/flashplayer/>
  - [Adobe Shockwave Player](https://get.adobe.com/shockwave/) <https://get.adobe.com/shockwave/>
  - [Apple Quick Time](http://www.apple.com/quicktime/download/) <http://www.apple.com/quicktime/download/>
- At a minimum, you must have Microsoft Office 2013, 2010, 2007 or Open Office. Microsoft Office is the standard office productivity software utilized by faculty, students, and staff. Microsoft Word is the standard word processing software, Microsoft Excel is the standard spreadsheet software, and Microsoft PowerPoint is the standard presentation software. Copying and pasting, along with attaching/uploading documents for assignment submission, will also be required. If you do not have Microsoft Office, you can check with the bookstore to see if they have any student copies.

## ACCESS AND NAVIGATION

You will need your campus-wide ID (CWID) and password to log into the course. If you do not know your CWID or have forgotten your password, contact the Center for IT Excellence (CITE) at 903.468.6000 or [helpdesk@tamuc.edu](mailto:helpdesk@tamuc.edu).

**Note:** Personal computer and internet connection problems do not excuse the requirement to complete all course work in a timely and satisfactory manner. Each student needs to have a backup method to deal with these inevitable problems. These methods might include the availability of a backup PC at home or work, the temporary use of a computer at a friend's home, the local library, office service companies, Starbucks, a TAMUC campus open computer lab, etc.

### *Interaction with Instructor Statement*

Please periodically review (1) updated announcements within the HIED 695 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-

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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 and your learning community. You are to expect the same of me. This includes completing the extensive readings related to course topics, team and/or individual research plan topics and participation in research plan revision activities (submission of individual draft sections and evaluation of draft sections from other class members).

- Email is the best way to reach me as I check it daily. A reply will be sent within 48 hours during week days, depending upon the time your message was received.

### **Technical Support**

If you are having technical difficulty with any part of Brightspace, please contact Brightspace Technical Support at 1-877-325-7778 or click the **Live Chat** or click on the words “click here” to submit an issue via email.



### **System Maintenance**

Please note that on the 4th Sunday of each month there will be System Maintenance which means the system will not be available 12 pm-6 am CST.

### **Interaction with Instructor Statement**

#### ***COURSE AND UNIVERSITY PROCEDURES/POLICIES***

##### **Course Specific Procedures/Policies**

\*\*Assignments that you complete for this course should not have been used in other courses.

Late assignment is not accepted. However, if you have a reasonable issue on the late submission, your late module assignments will lose one letter grade (10%) per day

##### ***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.

##### ***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

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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. Please note that recycling your previous paper submitted to other courses for this class is considered as a plagiarism.

### ***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.

### **Syllabus Change Policy**

The syllabus is a guide. Circumstances and events, such as student progress, may make it necessary for the instructor to modify the syllabus during the semester. Any changes made to the syllabus will be announced in advance.

### ***University Specific Procedures***

#### **Student Conduct**

All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. The Code of Student Conduct is described in detail in the [Student Guidebook](#).

<http://www.tamuc.edu/Admissions/oneStopShop/undergraduateAdmissions/studentGuidebook.aspx>  
[x](#)

Students should also consult the Rules of Netiquette for more information regarding how to interact with students in an online forum: [Netiquette](#)

<http://www.albion.com/netiquette/corerules.html>

#### **TAMUC Attendance**

For more information about the attendance policy please visit the [Attendance](#) webpage and [Procedure 13.99.99.R0.01](#).

<http://www.tamuc.edu/admissions/registrar/generalInformation/attendance.aspx>

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<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/academic/13.99.99.R0.01.pdf>

## **Academic Integrity**

### ***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."

Students at Texas A&M University-Commerce are expected to maintain high standards of integrity and honesty in all of their scholastic work. For more details and the definition of academic dishonesty see the following procedures:

### [Undergraduate Academic Dishonesty 13.99.99.R0.03](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/undergraduates/13.99.99.R0.03UndergraduateAcademicDishonesty.pdf>

### [Graduate Student Academic Dishonesty 13.99.99.R0.10](#)

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/13students/graduate/13.99.99.R0.10GraduateStudentAcademicDishonesty.pdf>

## **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 162

Phone (903) 886-5150 or (903) 886-5835

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Fax (903) 468-8148

Email: [studentdisabilityservices@tamuc.edu](mailto:studentdisabilityservices@tamuc.edu)

Website: [Office of Student Disability Resources and Services](#)

<http://www.tamuc.edu/campusLife/campusServices/studentDisabilityResourcesAndServices/>

### **Nondiscrimination Notice**

Texas A&M University-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.

### **Campus Concealed Carry Statement**

Texas Senate Bill - 11 (Government Code 411.2031, et al.) authorizes the carrying of a concealed handgun in Texas A&M University-Commerce buildings only by persons who have been issued and are in possession of a Texas License to Carry a Handgun. Qualified law enforcement officers or those who are otherwise authorized to carry a concealed handgun in the State of Texas are also permitted to do so. Pursuant to Penal Code (PC) 46.035 and A&M-Commerce Rule 34.06.02.R1, license holders may not carry a concealed handgun in restricted locations.

For a list of locations, please refer to the [Carrying Concealed Handguns On Campus](#)

document and/or consult your event organizer.

Web url:

<http://www.tamuc.edu/aboutUs/policiesProceduresStandardsStatements/rulesProcedures/34SafetyOfEmployeesAndStudents/34.06.02.R1.pdf>

Pursuant to PC 46.035, the open carrying of handguns is prohibited on all A&M-Commerce campuses. Report violations to the University Police Department at 903-886-5868 or 9-1-1.

### **COURSE OUTLINE / CALENDAR Summer 2020**

<b>Modules &amp; Dates</b>	<b>Topic</b>	<b>Reading</b>	<b>Discussion</b>	<b>Assignment</b>
Module 1 (6/1- 6/14/2020)	Setting the Stage: History, Evolution, and Demands	Bastedo. Chapters 1, 7 Selingo. Chapters 1, 2 Online video(s) Online reading(s)	Post due by Thursday 6/11 Replies due by Sunday 6/14 <b>Zoom group meeting (optional)</b>	Sharing bio (5 points) by 6/7 Professional Associations Scavenger Hunt (20 pts)

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			Monday 6/8/2020 10am	
Module 2 (6/15-6/21/2020)	Curriculum, Research, and Academic Freedom	Bastedo. Chapters 3, 5, 2 Online video(s) Online reading(s)	Post due by Thursday Replies due by Sunday	
Module 3 (6/22-6/28/2020)	Systems and Governance	Bastedo. Chapters 8, 9, 6 Online videos Online articles	Post due by Thursday Replies due by Sunday	<b>Research Paper(Doctoral Students Only)</b> Proposal (10 points)  <i>* Research paper will be required from doctoral students only!</i>
Module 4 (6/29-7/5/2020)	Macro Forces and More Systems	Selingo. Chapters 3,4, 5, 6 Bastedo. Chapters 8, 11 Online videos Online articles	Post due by Thursday Replies due by Sunday	
Module 5 (7/6-7/12/2020)	Institutional Stratification, Diversity, and Community Colleges	Bastedo. Chapters 12, 13, 16 Selingo 7, 8 Online videos Online articles	Post due by Thursday Replies due by Sunday	Research Paper Introduction (10 points) and Literature Review (10 points) <b>(Doctoral Students only)</b>
Module 6 (7/13-7/19/2020)	Teaching, Technology, and Faculty	Bastedo. Chapters 14, 15, 4 Selingo. Chapters 5, 6 Online videos Online articles	Post due by Thursday Replies due by Sunday	Article Critiques (50 points)
Module 7 (7/20-8/6/2020)	Future of Higher Ed.	Bastedo. Chapter 17 Selingo. Chapter 9, 10 Online videos Online articles	Post due by Tuesday 8/4 Replies due by Thursday 8/6	Research Paper Application (10 pts) and Conclusion (10 points)

\*The original HIED615 course syllabus was developed by Dr. Seung Won Yoon and updated by Dr. Katie Koo.

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