I. Course Description

EDHE 6000 is a course designed to orient entering doctoral students to the study of higher education. Acquaints graduate students with higher education as an interdisciplinary field of study that bridges practice, theory, and empirical research. Enhances students’ abilities in critical reading, critical thinking and analysis, writing, and inquiry. Course will be supported by Blackboard.

II. Course Objectives

EDHE 6000 participants will

- Become familiar with the latest Publication Manual of the American Psychological Association and develop skill writing in APA style
- Acquire library and online research skills to support and develop skills in scholarly writing and presentation
- Become more informed consumers of research
- Develop a basic understanding of foundational topics in the study of higher education including:
  - Student engagement and student success
  - Curriculum, teaching, and learning
  - The role of the faculty
  - Organizations, leadership, and governance
  - The influence of government, policy, and policy makers
- Begin to understand and take on the role of engaged and ethical scholars
III. **Texts & Class Readings**

Required Texts:

Additional Required Class Readings: Will be provided by the instructor or are available online.

IV. **Engagement in the Learning Community**

**Learning Community Expectations.** All participants in this course are members of the learning community. Our primary commitment is to learn from each other, from course materials, and from our work. The goal is to create the type of learning environment that fosters success for all members. To that end, we ask that all members of the community:

- Share their energy, ideas, and experiences with the group
- Challenge themselves throughout the semester
- Know when to step up and when to step back in conversations
- Assume that others have positive motives and are doing the best they can to learn from and engage with the material
- Be respectful of opposing viewpoints and express disagreement with respect
- Use technology (e.g., cell phones, laptops) in an appropriate and considerate manner.

**Class Participation.** This course requires your active engagement in class activities. Class discussions are an opportunity to raise questions, clarify understandings, challenge ideas and opinions constructively, and learn about others’ perspectives. To participate effectively, you will need you read and critically assess the arguments, practices, or ideas of assigned readings as well as works you discover on your own. Noting key points, posing questions, and connecting ideas and concepts as you read will help you prepare to actively participate in class. The success of this class will be greatly influenced by the level of class participation of all class members.

Attendance at all class meetings is expected. Regular attendance is a pre-requisite for class participation and involvement. Participation in class discussions and activities, including online discussion boards, is essential to successful learning and should reflect the students' reading, analysis, and experience in relation to the topic.

Each student is expected to be present and on time for each class, and to contribute to discussions and other classroom activities. Students who miss multiple class meetings or who are habitually tardy will not receive points for participation unless the absences are documented as being the result of illness, deaths in the immediate family or other crises, call to active military duty or jury duty, religious holy days, or official University activities. Students must also
provide, when possible, advance notice of absences as well as relevant documentation regarding absences as soon as possible following the illness or event that led to an absence.

Regardless of whether an absence is excused or unexcused, the student is responsible for making up all work that is missed. Quality of participation will be determined according to the following descriptions:

<table>
<thead>
<tr>
<th>Participation</th>
<th>Description</th>
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<tbody>
<tr>
<td>Excellent = A</td>
<td>Student frequently initiates communication of the class topic with the class and with the instructor, i.e. the student consistently introduces relevant lines of discussion, asks thought provoking questions and provides elaborated responses to questions posed by others. In small group activities, the student consistently takes a proactive role in completing the group task.</td>
</tr>
<tr>
<td>Good/Satisfactory = B</td>
<td>Student takes an active role in communicating with the class and with the instructor, i.e. the student consistently engages in and contributes relevant information to class discussions. In small group activities, the student consistently takes an active role in completing the group task.</td>
</tr>
<tr>
<td>Below Expectations = C</td>
<td>The student seldom contributes in class and group discussions i.e. the student takes a passive role in group activities and contributes little to class discussions unless called upon.</td>
</tr>
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</table>

For assessment of participation in online discussion activities see the Rubric for Online Discussion.

V. Class Assignments

Students will have the opportunity to examine higher education topics that they find of particular interest as well as develop an understanding of the foundations of the field of higher education. Toward that end the following activities that will be completed throughout the semester:

a. Interest Paper. The purpose of this paper is to help you begin to think about yourself as a member of the community of scholars and to begin to articulate your research interests, i.e. what you are most interested in learning more about? This paper will illustrate the connections between your experiences in higher education and your research interests.

The paper should address the following questions:

- Why are you interested in pursuing a doctoral degree in higher education? Explain what do you want to do with your degree, not what do you want to be.
- What higher education problems/issues are you interested in researching?
- How did you become interested in these topics?

The paper must be between 3-5 pages double-spaced. This is a personal reflection paper. So citations, references, and APA format are not required.
b. **Weekly News Update.** Students are expected begin to develop the habits of engaged, active professionals and scholars which includes being aware of significant current news events and publications in higher education. Toward that end students will share current national, state, regional, or local news related to higher education each week. You will have 5 minutes to summarize the news and comment on its impact for the field of higher education.

Possible sources of information are:

- *Inside Higher Ed*
- *The Chronicle of Higher Education*
- Listserv messages
- General national news media
- Higher education related blogs


c. **Mastering APA Style.** With review, discussion, and practice, students will demonstrate acceptable mastery of APA publication style by scoring a minimum of 80% on the APA Mastery Test before submitting the Selected Reference List due **October 17**.

d. **Research Article Critique.** Students should always read beyond the materials assigned for each course. This is part of developing the habits of a scholar. To encourage this behavior you must select and critique two (2) peer-reviewed journal articles on a higher education topic of interest to you.

e. **Review of Literature & Presentation.** Students will select a higher education topic or issue for examination. Each student will be responsible for writing an in-depth study of the topic (15-20 page) and presenting this topic to the class. In the course of examining this issue, students will familiarize themselves with significant and current literature. The reference list of the research paper will be shared with the students in the class on the day of the presentation. Topics selected for this assignment must be approved by the instructor. See class schedule for due dates.

f. **Additional assignments and quizzes.** Additional minor assignments may be assigned during the course. Unannounced quizzes may also be given. As mentioned above participation in class discussion forums will also be an important part of the learning process in this course.


## VI. Evaluation

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<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Interest Paper</td>
<td>5%</td>
</tr>
<tr>
<td>Weekly News Updates</td>
<td>10</td>
</tr>
<tr>
<td>APA Mastery</td>
<td>10</td>
</tr>
<tr>
<td>Research Article Critique (2)</td>
<td>15</td>
</tr>
<tr>
<td>Review of Literature Assignment</td>
<td></td>
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<tr>
<td>Topic Paper</td>
<td>5</td>
</tr>
<tr>
<td>Selected Reference List</td>
<td>5</td>
</tr>
<tr>
<td>Peer Review</td>
<td>10</td>
</tr>
<tr>
<td>Presentation of Literature Review</td>
<td>10</td>
</tr>
<tr>
<td>Review of Literature Paper</td>
<td>20</td>
</tr>
<tr>
<td>Participation / Assignments/Quizzes</td>
<td>10</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Grading Scales

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C+</td>
<td>78-79</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C</td>
<td>73-77</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>C-</td>
<td>70-71</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
<td>D</td>
<td>60-69</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>F</td>
<td>00-59</td>
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All students should activate and regularly check their EagleConnect account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and this course are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect messages forwarded to another e-mail address, visit http://it.unt.edu/eagleconnect.

Academic Honor Expectations

Cheating and plagiarism are forms of academic misconduct and are defined in the UNT Code of Student Conduct and Discipline. No academic dishonesty of any kind will be tolerated in this class. Incidents of cheating or plagiarism will be rigorously pursued by this instructor. Before submitting any work for this class, please read the UNT Code of Student Conduct and Discipline (Revised Summer 2005), in particular Sections V-A and V-B which can be found in the UNT Student Handbook. Ask for clarification of any of its expectations that you do not understand.

Assignments are due on the dates listed. Assignments not turned in on time are subject to being lowered by 1/2 to 1 full letter grade.

The instructor reserves the right to refuse assignments that are not written, proofread, and edited with appropriate care. All out of class writing assignments should be typed and conform to APA style where appropriate. (See the Publication Manual of the American Psychological Association, 6th edition.)

Students are encouraged to schedule an appointment with the instructor whenever questions arise regarding assignments, student progress, or any aspect of the course.
Disability Accommodations

The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide you with an accommodation letter to be delivered to faculty to begin a private discussion regarding your specific needs in a course. You may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation.

The Department of Counseling and Higher Education is committed to full academic access for all qualified students, including those with disabilities. In keeping with this commitment and in order to facilitate equality of educational access, faculty members in the Department will make reasonable accommodations for qualified students with a disability, such as appropriate adjustments to the classroom environment and the teaching, testing, or learning methodologies when doing so does not fundamentally alter the course.

If you have a disability, it is your responsibility to obtain verifying information from the Office of Disability Accommodation (ODA) and to inform me of your need for an accommodation. Requests for accommodation must be given to me no later than the first week of classes for students registered with the ODA as of the beginning of the current semester. If you register with the ODA after the first week of classes, your accommodation requests will be considered after this deadline. Grades assigned before an accommodation is provided will not be changed.

Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. Students are strongly encouraged to deliver letters of accommodation during faculty office hours or by appointment. Faculty members have the authority to ask students to discuss such letters during their designated office hours to protect the privacy of the student.

For additional information see the Office of Disability Accommodation website at http://disability.unt.edu/. You may also contact them by phone at 940.565.4323.