Higher Education in a Democratic Society - EDLD 6306.W01
Course Syllabus

Course Information:
Title: Higher Education in a Democratic Society
Number: EDLD 6306.W01
Term: Spring 2020
Course Credit: Three hours of graduate credit
Meeting Day/Time/Location:
Online; Required meetings TBA

Course/Learning Goal:
This course will examine historical and contemporary issues in American society in the context of higher education. Students will study and debate in detail how two and four year colleges and universities respond to societal issues. The course will also examine the ways in which institutions of higher education are influenced by social issues and how they in turn influence society.

CPED Principles:
Principle 1: Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.
Principle 2: Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.
Principle 3: Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships.
Principle 5: Grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.
Principle 6: Emphasizes the generation, transformation, and use of professional knowledge and practice.

Course Objectives/Learning Objectives
1. Conduct a review of the literature for various eras in higher education history.
2. Develop an awareness of current societal issues and their relationship to higher education.
3. Become critically proficient at synthesizing impact of current societal issues on higher education.
4. Develop perspectives of how leadership styles can prepare for evolving higher education practices.
5. Foster digital competency and analyze how it impacts higher education.

Instructional Methods
The course will be delivered in an online method which includes discussions, group work, reflections, presentations, multi-media projects, and design, develop, and deliver an online module. Class will meet asynchronously online for the majority of the semester, synchronous meetings whether face to face or
online will be discussed in class and posted via the official learning management system for the university: Blackboard (Bb). Synchronous online meetings will be facilitated using the WebEx platform. Instructions on how to access and use the WebEx platform are in the technical assistance section in Blackboard.

Technical Support
If technical assistance is needed, please contact the IT Service Desk.
Phone: (361)825-2692
Email: ITHelp@tamucc.edu
Website: support.tamucc.edu
Physical: Mary & Jeff Bell Library Room 112, Ask Us Desk or Corpus Christi Hall Open Lab Area 201

Recommended/Optional Textbooks


Student Learning Responsibilities
It is the responsibility of the student to complete each of the assignments by the indicated due date. Students are expected to participate actively and fully in all online activities that are assigned for the course and be active contributors in the course. Students are expected to read daily and extensively, seek information, communicate using electronic means, and participate in class projects and discussions. It is the responsibility of each person in class – students and professor – to contribute both from the literature and his/her experience in that as a community of learners we all may gain a more comprehensive understanding of research and its application to education.

Methods of Evaluation
The expectation is that students will be active regularly during each week barring an extreme or unavoidable circumstance as approved by the professor. The evaluation and grading procedures, along with a brief description of the course assignments, are provided. Detailed instructions for the assignments will be provided online via Bb.

Students will be evaluated as each course responsibility/requirement is completed. Informal evaluation of the course will be on-going as initiated either by the students or the instructor. There will be a formal evaluation conducted in the following areas listed under Course Assignments/Requirements.

Instructor Response Time
Email will be checked frequently Mon-Fri and students can expect a reply within 24 hours or on the next working day if sent during weekends or official holidays, although, in most cases, I will answer before then. If I am out of town without internet access, I will post a note on Bb. You are expected to check Bb for notices, reminders, and messages regularly (preferably daily). Emails should include the course title and number in the subject line. i.e.) EDLD6306.W01 Additionally, an “Ask Dr. Singh” discussion thread will be open for questions regarding the course.
## Grading and Course Requirements

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<thead>
<tr>
<th>Requirement</th>
<th>Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation and Engagement</td>
<td>300</td>
<td>30%</td>
</tr>
<tr>
<td><strong>Online Activity Participation</strong></td>
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<tr>
<td>15 weeks x 20 activities = 300 points</td>
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<tr>
<td>Team Project #1</td>
<td>250</td>
<td>25%</td>
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<tr>
<td>Article Analysis and Critique</td>
<td>200</td>
<td>20%</td>
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<tr>
<td>Online Module Design/Development/Delivery</td>
<td>250</td>
<td>25%</td>
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<tr>
<td><strong>Total Points</strong></td>
<td>1000</td>
<td>100%</td>
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### Grading Scale

Grades will be calculated as follows: A = 900-1000 points; B = 800-899 point; C - F= Below 800

EDLD Handbook states no grade lower than a B is accepted toward program credit, therefore the course will need to be retaken.

The percentages are based upon a total of 1000 points. Students are graded according to the guidelines indicated in the syllabus and in the detailed description in Bb. Failure of the student to turn in any of the required assignments or failure to present on the assigned week will result in a “0” for that assignment. A student’s final course grade will be available in Bb up to one week after the course end date. The official posting of grades, in the Office of the Registrar, will remain in accordance with the date listed on the University Academic Calendar.

### Course Assignments/Requirements

All coursework, will use Microsoft Office Word unless otherwise stated in the expectation details and should be formatted in and using the APA 6th edition documentation style format. Detailed guidance for assignments will be provided in the Course Assignments area in the course. All assignments will be given and accepted through Bb.

### Class Participation and Engagement

An important aspect of this course is the exchange of ideas, opinions, questions, and information. You will be expected to respond respectfully to individual persons and perspectives, to be involved each week online by being fully prepared to participate, contributing relevant information from assigned readings and by contributing to class activities. Activities will range and may include various types of the following discussion boards, wikis, blogs, journals, etc. Note: You automatically forfeit class participation points when you do not participate in weekly assigned online activities.

### Team Project Activity #1 – A look back

In teams of two or three, students are to select an era in the history of higher education (list will be posted in Bb) and create an interactive presentation for their classmates to encourage knowledge retention. Presentations should be posted in the discussion section of the course under the proper era. Please see the Team Project Activity #1 information in the Course Assignment folder in Bb for detailed information and requirements.

The complete team project will consist of an informative interactive multimedia presentation with at least five empirical resources: books, eBooks, peer-reviewed articles or other scholarly sources.
Article Analysis and Critique
Students will be required to research an article on a digital solution that has influenced the evolution of higher education. Articles chosen for the analysis and critique should be dated no earlier than five years prior to the current course semester: 2015 and forward. Use of articles given as ancillary resources in class is not permitted. Newspapers or online periodicals are acceptable if they are established and recognized in the higher education arena. Utilization of the APA 6th edition format is required for citation and reference formatting. Students will present their synthesis and analysis for their article by the deadlines noted in the semester schedule. Format for the article analysis is detailed in the Course Assignment folder under Article Analysis in Bb.

Online Module Design/Development/Delivery
Each student will be given the opportunity to create a fully online module in Bb. Students will be responsible for selecting a current events topic that impacts higher education and explore what degree of impact the topic has on how higher education is evolving. Each module will need to be designed and approved by the instructor a minimum of a week prior to delivery. Instructions on the requirements for design and on content requirements are in the course content folder under Online module section. Modules are to include a minimum of a multimedia engaging informative piece, three empirical resources, and a class activity with instructions and assessment of said activity. Training on digital learning best practices and techniques will be available online for students to complete and will result in eligibility to earn a certificate in Bb basics.

General Class Information
Each week will begin on Monday at 8am and end Sunday at 11:59pm, unless otherwise stated in the course.

Policy on Late Work
There will be no acceptance of assignments not submitted during the submission period before the due date (see course calendar).

Technical Guidelines for the Course and Assignments
- Utilize Blackboard and all tools provided within the TAMU-CC Learning Management System;
- Utilize WebEx for any live meetings or office hour appointments;
- Use American Psychological Association (APA) style 6th edition for all citations and references;
- Cite completely all sources used. This includes all references within the text of your document (in-text citations) for all assignments including the discussions and online activities;
- Submit assignments through Blackboard
- Utilize Microsoft Office software (i.e. Word, PowerPoint) for class work; and
- Audio capability via speakers and/or headphones and video via a webcam are necessary for class.

Academic Integrity Policy
Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions. All written work submitted must be the student’s original work and conform to the
guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism.

Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade and may result in other more serious sanctions by the College of Education.

Office of Disability Services
Texas A&M University-Corpus Christi welcomes students with disabilities into all the University's educational programs. 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. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services (disability.services@tamucc.edu) for assistance at (361)825-5816.

Statement of Academic Continuity
In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue using Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.

The CASA Writing Center
The Center for Academic Student Achievement writing lab is a wonderful resource provided to all TAMUCC students. The writing center is available online and at their office hours and by appointment. If you are struggling in any way with writing for any course at TAMUCC or would like an independent opinion of your writing to help you improve, please do not hesitate to use this resource.

http://casa.tamucc.edu
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<thead>
<tr>
<th>Week Start</th>
<th>Week End</th>
<th>Weekly Activity</th>
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<tbody>
<tr>
<td>January 21&lt;sup&gt;st&lt;/sup&gt;</td>
<td>January 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Course Introduction, <strong>Syllabus and Course Overview</strong>-Saturday&lt;br&gt;<strong>January 25&lt;sup&gt;th&lt;/sup&gt; Face to Face</strong>, Presentation Team/Date Selection</td>
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<td>January 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>February 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Introduction to Blackboard Certification Modules</td>
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<td>February 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>February 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Team Project #1 -Group #1 Higher Education Era (1636-1789)&lt;br&gt;Team Project #1 -Group #2 Higher Education Era (1790-1869)&lt;br&gt;<strong>Discussion #1</strong> original post due February 6&lt;sup&gt;th&lt;/sup&gt; and two student responses due February 8&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>February 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>February 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Team Project #1 -Group #3 Higher Education Era (1870-1944)&lt;br&gt;Team Project #1 -Group #4 Higher Education Era (1945-1975)&lt;br&gt;<strong>Discussion #2</strong> original post due February 13&lt;sup&gt;th&lt;/sup&gt; and two student responses due February 15&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>February 17&lt;sup&gt;th&lt;/sup&gt;</td>
<td>February 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Team Project #1-Group #5 Higher Education Era (1976-1993)&lt;br&gt;Team Project #1-Group #6 Higher Education Era (1994-2000)&lt;br&gt;<strong>Discussion #3</strong> original post due February 20&lt;sup&gt;th&lt;/sup&gt; and two student responses due February 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<td>February 24&lt;sup&gt;th&lt;/sup&gt;</td>
<td>March 1&lt;sup&gt;st&lt;/sup&gt;</td>
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<td>March 2&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>March 8&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Societal Issue Impact Online Module 2; Online activity 2&lt;br&gt;Societal Issue Impact Online Module 3; Online activity 3</td>
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<td>March 9&lt;sup&gt;th&lt;/sup&gt;</td>
<td>March 15&lt;sup&gt;th&lt;/sup&gt;</td>
<td>SPRING BREAK! Article Analysis due Sunday, March 15&lt;sup&gt;th&lt;/sup&gt; at 11:59pm</td>
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<td>March 16&lt;sup&gt;th&lt;/sup&gt;</td>
<td>March 22&lt;sup&gt;nd&lt;/sup&gt;</td>
<td>Societal Issue Impact Online Module 4; Online activity 4&lt;br&gt;Societal Issue Impact Online Module 5; Online activity 5</td>
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<td>March 23&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>March 29&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Societal Issue Impact Online Module 6; Online activity 6</td>
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<td>March 30&lt;sup&gt;th&lt;/sup&gt;</td>
<td>April 5&lt;sup&gt;th&lt;/sup&gt;</td>
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<td>April 6&lt;sup&gt;th&lt;/sup&gt;</td>
<td>April 12&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Societal Issue Impact Online Module 8; Online activity 8</td>
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<td>April 13&lt;sup&gt;th&lt;/sup&gt;</td>
<td>April 19&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Societal Issue Impact Online Module 9; Online activity 9</td>
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<td>April 20&lt;sup&gt;th&lt;/sup&gt;</td>
<td>April 26&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Societal Issue Impact Online Module 10; Online activity 10</td>
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<td>April 27&lt;sup&gt;th&lt;/sup&gt;</td>
<td>May 3&lt;sup&gt;rd&lt;/sup&gt;</td>
<td>Societal Issue Impact Online Module 11; Online activity 11</td>
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<td>May 4&lt;sup&gt;th&lt;/sup&gt;</td>
<td>May 10&lt;sup&gt;th&lt;/sup&gt;</td>
<td>Finals Week! Societal Issue Impact Online Module 12; Online activity 12</td>
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