Sam Houston
State University

TM

Research in Higher Education
HIED 5379
Spring 2018

College of Education
Department of Educational Leadership
This course satisfies requirements for the Master's Degree in Higher Education Administration

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Please contact me for any course assistance

Virtual Office Hours (via Blackboard): Monday-Thursday 7:30pm -10

In-person and online appointments (via Zoom videoconferencing) are welcomed and encouraged
Please contact instructor to schedule appointment.

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COURSE DESCRIPTION
This course focuses on reviews of literature, research design, quantitative and qualitative methods, and sources of higher education research. Specific attention is paid to using scholarships to create or improve higher education programs, curriculum, or policies (SHSU Graduate Catalog 2016-2017). This class is predicated upon delivering and using skills that will produce competent consumers of research and scientific practitioners. Research is not just infused into this course, but rather is a principle component of your future administrative goals in higher education. This also includes good practice in technical writing which should be continued in your future program courses and degree tasks.

COURSE OBJECTIVES - In this class, we will focus on various learning objectives as listed below.

- As a result of being enrolled in Research in Higher Education, students will:
- Understand broad philosophical, paradigmatic, and methodological approaches to research in higher education (including but not limited to quantitative, qualitative, & mixed methods research).
- Explore the work of key researchers in higher education, with particular focus on established contemporary and emerging scholars.
- Actively pursue personal research interests by conducting a literature review.
- Examine ethical issues in educational research.
- Understand scholarly research and writing, with particular emphasis on APA formatting.

COURSE EVALUATION AND IDEA OBJECTIVES
At least two opportunities for course evaluation will be offered: 1) a mid-class evaluation, and 2) the end-of-session evaluation of faculty performance. Please contact me via email or phone with concerns about the class, when needed.

The IDEA faculty course evaluation (aka CampusLab) will focus on these major objectives

Essential:
Gaining factual knowledge (terminology, classification, methods, trends)
Learning to apply course material (to improve thinking, problem solving, and decisions).
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.

Important:
Learning to analyze and critically evaluate ideas, arguments, and points of view.

COURSE CONTENT AREAS
The course will be taught in a online seminar format, meaning you will engage the literature on the subject matter, participate actively in online class discussions and tasks, and share your thoughts with your classmates during synchronous class meetings.

LEARNING RESOURCES AND COURSE MATERIALS
Course Requirements – All course requirements and resources will be posted on the Blackboard page for this course. Students are expected to check Blackboard often. If you have any difficulties with Blackboard you can contact SHSU Online at http://distance.shsu.edu/current-students/ or

blackboard@shsu.edu Support Desk: in order to offer additional support to students, SHSU Online is implementing an "Around the Clock" service model at the SHSU Online Support Desk. This means support is available 24 hours a day, Monday-Friday, plus 7am- midnight on Saturdays, and 1pm-midnight on Sundays. http://online.shsu.edu/campus/support-desk/
Note: all written assignments will be submitted electronically via Blackboard.
The required textbooks for this course are:
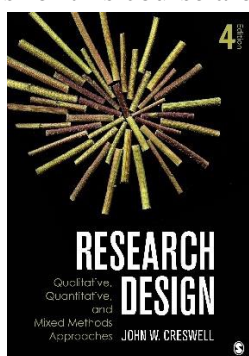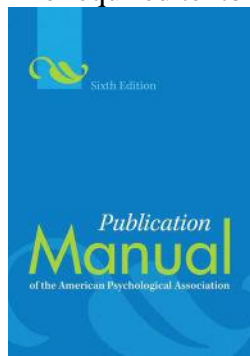
American Psychological Association. (2010). Publication Manual (6th ed.). Washington, D.C.: American Psychological Association.

Creswell, J. W. (2014). Research design: Qualitative, quantitative, and mixed methods approaches (4th ed.). Thousand Oaks, CA: Sage.

 UNIVERSITY & COURSE POLICIES
Online Course Expectations – All students are expected to complete learning tasks on schedule. As this is a graduate-level online course, it is assumed that you will complete all weekly lesson modules and tasks. Late assignments will not be accepted. All due dates are specified in the class schedule/syllabus and students are responsible for knowing and meeting deadlines. Most assignments are to be submitted online via the course website NO LATER THAN SUNDAY 11:59PM (known as "end-of-day") on the due date unless otherwise stated in email or writing from the instructor.

If you have extreme personal circumstances that warrant an exception, you must contact the instructor in advance and have prior approval for any late submission. Deadlines for submission are strict and technology problems or lack of preparation are not acceptable excuses for late assignments. Should you experience technology issues that impact the submission of your work through Blackboard, you must contact the instructor in advance of due date for alternate means of submitting your work.

Official Communication - Blackboard and SHSU e-mail accounts are the only official forms of communication for this course. No announcements will be delivered to an e-mail account other than an SHSU or Blackboard account. Therefore, it is imperative that you check your SHSU email and Blackboard regularly. I suggest you definitely check on Mondays and Wednesdays.

Student Guidelines, Code of Conduct, Academic Dishonesty, & Grievances - All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student

accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. I have a zero tolerance policy for academic dishonesty, plagiarism, mis- or non-attribution, and cheating. An excuse of "I didn't know" is not acceptable at the graduate-school level. SHSU takes this matter seriously and do not be tempted to risk your academic and professional career. Information on academic dishonesty can be found at [Procedures in Cases of Academic Dishonesty #810213.](#) Student grievances pertaining to academics may also be found in the SHSU Academic Policy Manual [Academic](#) [Grievance Procedures for Students #900823](#)

Students with Disabilities Policy – It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Information on the policy can be found in the SHSU Academic Policy Manual-Students http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired.

SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: Disabled Student Policy #811006

Student Absences on Religious Holy Days – Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: "a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20…." A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. For a complete listing of the university policy, see: Student Absences on Religious Holy Days #861001

Academic Probation and Suspension – In case you are unfamiliar with the policy, two C's in graduate courses results in a review by faculty as to whether or not the student should continue. A third C or an F results in an automatic termination from the program. Please review below link for additional policy information: http://catalog.shsu.edu/graduate/academic-policies-procedures/degree-requirements-academic-guidelines/#probation-suspension

Academic Support – Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU.
A few include: Distance Learning Services at Newton Gresham Library (NGL) at http://library.shsu.edu/services/distance/index.html
SHSU Reading & Writing Center at http://www.shsu.edu/centers/academic-success- center/writing/

COURSE EXPECTATIONS

Participation The class primarily occurs through asynchronous work with SHSU Online. You will learn about higher education research through class readings and through class writing, online discussions, or reflection exercises. I will guide seminar-format discussion of the readings and current topics in higher education. There may also be use of media, film, art, narrative, and music when applicable. Your learning in this class will be enhanced by your thoughts and ideas on the course topics. Therefore, you are expected to participate in all class assignments and discussions. Failure to contribute to course discussions will be noted immediately and could be referred to the HIED program coordinator or department for intervention if you fail to respond to my initial outreach.

Emergency or serious illnesses are the only acceptable excuses for lack of class participation. Even then, you should communicate to the instructor prior to missing course tasks. Participation points are awarded not only for logging into class, but also engagement with material and peers.

Synchronous Meetings – We will have two required synchronous meetings for this course:
- Wednesday, January 24: 7:00-8:30pm CST
- Wednesday, May 2: 7:00-8:30pm CST

Written Assignments – All written assignments are expected to be grammatically correct, typed (not handwritten) and submitted via Blackboard's assignment submission dropbox, unless otherwise stated. Papers using Times New Roman font 12pt double-spaced on 1" margins are preferred.

Appropriate Citation – Any and all work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style. You should have a desk copy of these guidelines. Refer to it regularly for all written work.
Changes in Syllabus or Course Assignments – Students are responsible for any and all syllabus, schedule, or assignment changes announced on Blackboard or through SHSU email.

Online Civility & Emergency Notifications – Fundamental online classroom civility is expected. If at any point during the semester threatening behavior or comments are aimed at the professor, staff, or classmates, the instructor will first attempt to address the matter with the student. Further addressing of the matter after initial outreach will be noted, addressed to the department, and if necessary, directed to other authorities, including SHSU Police. For emergency notifications and campus closure information, you should sign up for Kat Safe.
Online course schedule will be adjusted in event of campus closure or emergency.

COURSE ASSIGNMENTS/EVALUATION

Papers: Each paper should have a cover sheet with name and **assignment title, header, use 12- point common font (ex. Times New Roman), be double-spaced with numbered pages**, reflect graduate level writing and thought, and follow APA 6th edition guidelines. Suggested page lengths do *not* include cover sheet and reference list.

Presentations: Individual presentations will be required for class. Presentations should reflect professionalism and content appropriate for research or professional conference quality.

Powerpoints (or other presentation aids like Keystone, Prezi, etc.) should have font-size for clear viewing (suggest 12 point or higher). Creativity is welcomed and appreciated in presentations.

ASSIGNMENTS

The assignments in this course are parts of a larger project that will take the student through the different steps of the research process.

Each student should choose a research topic. The topics can be general (student retention, academic advising) or can be specific (retention of Latino males, advising first generation college students) based on the students interest. This topic will be used for the following assignments. More details and rubric will be shared as each assignment get closer.

Purpose Statement and Research Question (5pts)
Based on the topic of your research you will write a purpose statement and research questions

Annotated Bibliography (12pts)
Do a literature search of your topic and create an annotated bibliography with at least 10 peer reviewed articles, chapters, or books.

Literature Review (20pts)
What does the literature say about your topic? Using the sources from the annotated bibliography, and tell the story of your topic.

Proposal (17pts)
Using everything you have learned in this class, you will create a research proposal for a future study.

Additional Assignments

Reflections (4 times, 4 points)
Four times throughout the semester, you will provide a reflection to given topic or prompt.

Participation (10 points)
Participation is vital for this course. I expect students to participate on the forum each week, answer questions

POINT VALUES

Assignment	Pts
Purpose Statement and Research Question	5
Annotated Bibliography	12
Literature Review	20
Research Proposal	17
Presentation	20
Reflections (4x4pts)	16
Participation	10

The grade scale for this course:
A = 90 +total points
B = 80-90 total points
C = 70-80 total points
D = 60-70 total points
F = below 60 total points

HELPFUL RESOURCES FOR RESEARCH:

As you complete the assignments in this course, I encourage you to use a variety of resources to gather articles/book chapters early, particularly for the Literature Review, Annotated Bibliography, and News Critique. Here are some helpful ideas:

Newton Gresham Library: Blackboard has access to Virtual Chat with a Librarian if you are unsure how to conduct a literature review or search for articles by a specific scholar. Utilize the many search engines available through the library.

There is also a great guide on the website for the Higher Education Community: http://shsulibraryguides.org/HIEDcommunity .

Check to see if the scholar/researcher has a page on Academia.com, LinkedIn, or a personal webpage. Often scholars today will post their articles on these spaces, or you can download a CV for a list of their official work.

Google Scholar (scholar.google.com): One feature of this search engine is each article/book also has a link to other articles that have cited the work. This is a great tool for enhancing literature reviews.

Search reputable journal sites directly using keywords. Course article readings, especially in the field. Some reputable journals and publications in Higher Education and Student Affairs include, but are not limited to:
Journal of College Student Development
Journal of Student Affairs Research & Practice
Review of Higher Education
Journal of Higher Education
Journal of College & Character

Educational Researcher
Review of Educational Research
About Campus [ACPA]
Developments [ACPA]
NASPA Journal about Women in Higher Education
International Journal of Qualitative Studies in Education

USEFUL WEB RESOURCES:
•American College Personnel Association: http://www.acpa.nche.edu
•American Council on Education: http://www.acenet.edu
•American Association for Higher Education: http://www.aahperd.org/aahe/
•Association of American Universities: http://www.aau.edu/
•American Association of University Professors: http://www.aaup.org/
•Association of Governing Boards: http://www.agb.org/
•Association of Institutional Research: http://airweb.org/
•Association for the Study of Higher Education: http://www.ashe.ws/
•Carnegie Foundation for the Advancement of Teaching: http://www.carnegiefoundation.org/
•Council for Higher Education Accreditation: http://www.chea.org/
•National Academic Advising Association: http://www.nacada.ksu.edu
•National Association of College and University Business Officers: http://www.nacubo.org/
•National Association of Diversity Officers in Higher Education: http://www.nadohe.org/
•National Association of State Universities and Land Grant Colleges: http://www.nasulgc.org/
•National Association of Student Personnel Administrators: http://www.naspa.org/
•National Center for Public Policy and Higher Education: http://www.highereducation.org

Accreditation
College of Education Information

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency (TEA). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation
Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non- personally-identifiable student responses.
The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.