University of North Texas  
Program of Higher Education  
EDHE 6000 Proseminar in Higher Education  

Fall 2023; Tuesdays, Business Leadership Building (BLB), Room 040, 5:30-8:20 p.m.

Instructor Contact  
Name: Veronica Jones Baldwin, Ph.D.  
Email: veronica.jones@unt.edu  
Office Location: Matthews Hall, 214E  
Office Phone: (940)369-8287  
Office Hours: Tuesdays and Wednesdays, 1:30-4:30 p.m.

Communication Expectations: By appointment preferred; If you have a private question, please contact me via email and I will respond within 24 hours on weekdays (usually sooner). Online meeting option: https://unt.zoom.us/j/3195992323; Zoom ID: 319-599-2323

*This syllabus is current as of August 2023 as a working document. I reserve the right to change this syllabus at any time. You will be able to access updated versions on the Canvas website.

Course Description  
This course orients entering doctoral students to the study of higher education. It acquaints graduate students with higher education as an interdisciplinary field of study that bridges practice, theory, and empirical research. It enhances students' abilities of critical reading, critical thinking and analysis, writing, and inquiry.

Course Structure  
This course meets face-to-face for the length of the regular fall semester.

Course Prerequisites or Other Restrictions  
There are no prerequisites for this course.

Course Objectives  
By the end of this course, students will be able to:

1. Understand the reasons for and foundations of research;  
2. Understand and participate in the socialization of doctoral study;  
3. Learn cultural dynamics of the study of higher education;  
4. Understand the theories upon which the study of higher education is based and how those theories relate to practice;  
5. Build and utilize a scholarly vocabulary; and  
6. Learn to approach scholarly writing in a systematic manner.
Materials

Additional Required Resources:

- APA manual, 7th edition
- Readings via online course reserve: http://library.unt.edu
  - Click “Course Reserves” on the right side of the page.
  - Enter “EDHE 6000”.
  - Select “Baldwin, Veronica”
  - Password for book chapter readings: 6000F2023

Additional Resources (not required):

Teaching Philosophy
My role as an instructor has been enhanced by working with demographically diverse learners who bring a wide range of interests and skills into the classroom. I strive to create a supportive learning environment that nurtures individual and group differences and encourages engaged, honest conversations. It is my intent that everyone feels comfortable to share and explore ideas. In the course of class discussions, I welcome disagreements in the spirit of critical thinking and challenging ideas, but please remember to be respectful of other points of view, whether you agree with them or not. Please be aware of your social positionality and utilize reflection of self and others to gain a deeper understanding of course topics.

Course Technology & Skills

Minimum Technology Requirements

- Computer
- Reliable internet access
- Plug-ins
- Microsoft Office Suite
- Canvas Technical Requirements (https://clear.unt.edu/supported-technologies/canvas/requirements)

Computer Skills & Digital Literacy

- Using Canvas
- Using email with attachments
- Downloading and installing software
- Using spreadsheet programs
- Using presentation and graphics programs

Technical Assistance
Part of working in the online environment involves dealing with the inconveniences and frustration that can arise when technology breaks down or does not perform as expected. Here at UNT we have a
Student Help Desk that you can contact for help with Canvas or other technology issues.

**UIT Help Desk:** [UIT Student Help Desk site](http://www.unt.edu/helpdesk/index.htm)

**Email:** helpdesk@unt.edu

**Phone:** 940-565-2324

**In Person:** Sage Hall, Room 130

**Walk-In Availability:** 8am-9pm

**Telephone Availability:**
- Sunday: noon-midnight
- Monday-Thursday: 8am-midnight
- Friday: 8am-8pm
- Saturday: 9am-5pm

**Laptop Checkout:** 8am-7pm

For additional support, visit [Canvas Technical Help](https://community.canvaslms.com/docs/DOC-10554-4212710328)

**Rules of Engagement**

- While the freedom to express yourself is a fundamental human right, any communication that utilizes cruel and derogatory language on the basis of race, color, national origin, religion, sex, sexual orientation, gender identity, gender expression, age, disability, genetic information, veteran status, or any other characteristic protected under applicable federal or state law will not be tolerated.
- Treat your instructor and classmates with respect in any communication online or face-to-face, even when their opinion differs from your own.
- Ask for and use the correct name and pronouns for your instructor and classmates.
- Speak from personal experiences. Use “I” statements to share thoughts and feelings. Try not to speak on behalf of groups or individual’s experiences.
- Use your critical thinking skills to challenge other people’s ideas, instead of attacking individuals.
- Avoid using all caps while communicating digitally. This may be interpreted as “YELLING!”
- Be cautious when using humor or sarcasm in emails or discussion posts as tone can be difficult to interpret digitally.
- Avoid using “text-talk” unless explicitly permitted by your instructor.
- Proofread and fact-check your sources.

See these [Engagement Guidelines](https://clear.unt.edu/online-communication-tips) for more information.

**Course Requirements**

**Attendance and Engagement (15 points): Students who miss multiple class meetings or are habitually tardy will not receive points for participation.** As a rule of thumb, you cannot miss more than 2 classes and still pass the course. Late, unexcused, or non-negotiated tardy arrivals (more than 3 incidents over the entire semester) will result in a significant reduction of your participation grade. There is no option to make up missed class time. An absence may be excused for the following reasons: a religious holy day; active military service; participation in an official university function; illness or other extenuating circumstances; pregnancy and parenting under Title IX; and when the University is officially closed by
the President. The student is responsible for requesting an excused absence in writing as early in the semester as possible, and personally delivering to me satisfactory evidence to substantiate the excused absence.

Also, because of classroom technology limitations, I cannot reliably accommodate Zoom-based attendance/participation for this class. I have consistently found that students cannot actively participate in class discussion and activities when joining via Zoom because of classroom technology limitations.

Class engagement includes all of the following: actively listening, reading of all required materials, and thoughtfully contributing to the class dialogue, activities, and group work. Your contribution to class discussions is essential to your learning and growth as a graduate student. In considering your level of class engagement, please be aware of your ability to raise thoughtful questions, to listen and respond to your classmates’ ideas, and to increase or decrease your level of participation if necessary, based on others around you. Weekly readings should be completed prior to the class meeting for which they are assigned. In addition to these readings, students are encouraged to provide additional resources to stimulate discussion. Short activities will be used to account for attendance and engagement.

**Weekly News Update (5 points)**
Students are expected to begin to develop the habits of engaged professionals and scholars which includes being aware of significant current news events and publications in higher education. Toward that end, one student will be responsible for sharing current national, state, regional, or local news related to higher education each week (we will assign dates during the first 2 weeks of class). You will upload a news article Sunday by 11:59pm on the week of the class that you are assigned as the discussion leader in Weekly News Article discussion board. For your in-class discussion, you will summarize the news and comment on its impact for the field of higher education (5-10 minutes). Then you will lead the class in an activity to further engage classmates with the topic (8 minutes). Conclude by developing 1-2 research questions that we could create based upon this issue (2 minutes).

**Epistemology Reflection Paper (10 points)**
You are asked to write an essay on the paradigm(s)/epistemologies that you most relate to in your professional and personal life and that you are drawn to in your work as a future scholar. The paper should include, at a minimum: 1) a definition/explanation of what that paradigm is and its strengths and possible limitations, 2) the ways and reasons that you relate with that particular paradigm, 3) any specific personal experiences or larger social events that cause you to see the world through that paradigm, and 4) how you think that paradigm will be of benefit as you begin your journey as a doctoral student. In addressing where you position yourself epistemologically as a researcher or scholar, the paper should have a clear introduction that includes a thesis statement, paraphrased and direct quotes from the text, and a meaningful conclusion that addresses the implications of your reflection for your future as an educational researcher/practitioner. The paper should be no more than 4 pages, double-spaced, excluding cover page and references in APA 7th edition format.

**Alumni Interview (10 points)**
You will interview an individual that has graduated from UNT’s higher education doctoral program. It does not matter how long ago they completed their degree; they just must have been in this specific program. Using the questions created collectively in class, you will schedule a conversation with alumni to ask them the questions. Please record the conversation so that you will have access to direct quotes for the individual. For the write-up, you will provide basic information about the individual and the
interview process. Then, you will summarize the individual’s experiences based on your interview through three key themes. Finally, you will provide two implications based on their experiences and advice that can help doctoral students start their journey in the program.

**Article Review (10 points)**
You are asked to review a research article from a higher education journal. The article should have been published in the last five years. The article you select should outline a formal research project and not an opinion piece or essay. In this paper, you will critique the article based on our discussions in class about what constitutes quality research. In your paper, you should summarize the article but primarily analyze its approach to the study of higher education. What is the problem the authors studied? From what theoretical perspective(s) does the study proceed? What methods are employed? What is the author(s) positionality and the study limitations? What implications do the author(s) provide about higher education? Do not merely summarize the article. Provide insights into the author’s decisions and their consequences. No single study can account for all things. The purpose of this assignment is therefore to strengthen your ability to read research and think about the ways in which it is generated.

**The paper should be no more than 4 pages, double-spaced, excluding cover page (no reference page needed, include the full citation on the cover page).**

**Mini-Research Prospectus (10 points)**
You will use the mini-research prospectus throughout the course to analyze and apply the ideas we are discussing. Your mini-research prospectus should include (2 pages, double-space, MAX, excluding cover page and references):

1. Title
2. Introduction/Purpose of Study
   a. Problem statement or why is this study needed? What problem is it addressing? (Typically, use the literature to support your argument)
   b. The purpose of this study is...
   c. Research question(s) What is your burning question?
   d. Why is this important and why should we care?
3. Identify the 2-3 strands of literature (the headings) that will frame the study and give a brief description of how that literature strand helps you to explore the problem. Cite at least 2 sources for each strand.
4. Conclusion
5. Reference list with at least six sources.

**Final Research Prospectus (20 points)**

**Writing the Conceptual Framework for Your Study**

This assignment will be vitally important in your graduate studies, especially for your Dissertation Proposal/Qualifying Paper, etc.: 10 pages maximum (excluding cover page and references). The paper should include the following.

1. Title
2. Introduction/Purpose of Study (purpose statement)
3. Research question(s) (Intro & Questions should be 1-2 pages)
4. Identify the 2-4 strands of literature (the headings) that will frame the study and identify what is missing in this literature and how your study will address this gap. (3-4 pages)
5. Theoretical Framework including:
   a. The epistemological orientation of the framework
b. A description of the framework including its major tenets

c. Why this framework is a good fit for your study

d. Where else in the related literature has this framework been used - Include a review of 2 related empirical articles that have used the same theoretical framework that you are using. (2-3 pages)

6. Conclusion (1 page)

Final Presentation (15 points) no more than 10 minutes
Slide 1 – Title slide
Slide 2 – Discuss your epistemological influences, your positionality, & your research journey this semester
Slide 3 – Intro & purpose of the study
Slide 4 – Research questions
Slide 5 – List of literature strands (give a brief overview & 2-3 citations for each topic)
Slide 6 – Theoretical framework (the epistemological orientation of the framework, a description of the framework including its major tenets, and why this framework is a good fit for your study)
Slide 7 – Conclusion

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<tr>
<th>Assignment</th>
<th>Points Possible</th>
<th>Percentage of Final Grade</th>
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<tbody>
<tr>
<td>Attendance/Participation/Discussion</td>
<td>15 points</td>
<td>15%</td>
</tr>
<tr>
<td>Assignment 1 – Weekly News Updates</td>
<td>5 points</td>
<td>5%</td>
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<tr>
<td>Assignment 2 – Alumni Interview Write-Up/Analysis</td>
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<tr>
<td>Assignment 3 – Epistemology Reflection</td>
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<tr>
<td>Assignment 4 – Article Review</td>
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<tr>
<td>Assignment 5 – Mini Research Prospectus</td>
<td>10 points</td>
<td>10%</td>
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<td>Assignment 6 – Final Paper</td>
<td>25 points</td>
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<tr>
<td>Assignment 7 – Final Presentation</td>
<td>15 points</td>
<td>15%</td>
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<tr>
<td>Total Points Possible</td>
<td>100 points</td>
<td>100%</td>
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Grade Scale (for Course Grade):
A = 90–100
B = 80 – 89.99
C = 70 – 79.99
D = 60 – 69.99
F = 59.99 or below

Writing Style: All written work for this course and all graduate courses must be original work and conform to the American Psychological Association Style Manual (2010), 7th Edition. All papers must be typed and double-spaced with 1-inch margins on all sides, Times New Roman in size 12 font. The page number count does not include the cover page or the reference list and points will be deducted for pages under the required number. Please make sure you work is properly formatted and proofread before submitting assignments. In addition to being clear, concise, and organized, written work should be reflective, analytical, and incorporate literature and research from the course as well as outside readings to support discussion and arguments. I am available to discuss your writing if you have any concerns, so please schedule appropriate time before assignments are due.
Course Evaluation

Student Perceptions of Teaching (SPOT) is the student evaluation system for UNT and allows students the ability to confidentially provide constructive feedback to their instructor and department to improve the quality of student experiences in the course.

Course Policies

Attendance

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

Class Participation

• You will be required to do reading BEFORE attending the class. This will allow us to do other activities in class. Some of the work we will do in class will involve working with other students in groups or pairs – so if you do not prepare adequately before class, you will not only hurt your chances to learn, but you will also affect the learning of other students. While we will deliberately revisit some topics and ideas in class, we will probably not be able to cover everything in the readings. The readings are for your benefit and will ultimately make you successful in your assignments; therefore, you need to read. All discussion should be grounded in the text.
• Because this course will rely heavily on in-class discussion and activities, you are expected to attend ALL classes. Punctual attendance at all class sessions is your obligation. Please let me know at least two weeks ahead if you need to miss class because of a religious observance.
• Please limit use of personal devices to accessing class materials or taking notes during class instruction and/or learning. Laptops can cause a distraction to you as well as your peers and instructor. Excessive web surfing and inappropriate use of laptops will affect your class engagement points. Place all cell phones on silent.
• Food and drinks in class are welcomed, but please make sure to clean up.

Late Work

Assignments must be turned in on the due date. Assignments turned in within one day of the due date will result in a 10% reduction to the assignment grade; assignments turned in within two days of the due date will result in a 40% reduction to the assignment grade. Assignments will not be accepted (0 points awarded) more than two days following due date. No extra credit assignments are available in the course, so please contact me in advance if you anticipate a problem.

Note: Life happens! I understand that things may come up in your personal life that will affect your efforts in class. As a former graduate student, I understand, and I deal with life stress as well. Please contact me if something is going on so that we can discuss and see if arrangements can be made for special circumstances or emergencies. I am here to support you, so please keep me in the loop!
Examination Policy
For all class assignments, you are expected to do your own writing and give proper credit through citations. There are no make-ups for any of your assignments. Make sure that you send me all of your assignments through email as a backup copy. Please contact the Student Helpdesk and document the remedy ticket number before contacting me with a technical issue.

Assignment Policy
All written assignments must be submitted both through Canvas and by email on the due date as noted on the updated syllabus on Canvas. All assignments must be submitted to Canvas for verification of originality through Turnitin. An originality score of more than 15% will result in a rewrite. Artificial Intelligence (AI) algorithms (e.g., ChatGPT) scrape data from a wide variety of electronic sources. Because these programs often do not directly attribute their responses to the underlying sources, use of AI software may result in high originality scores or other indicators that your submission is unoriginal. I will direct Turnitin to check for evidence of AI usage. The importance of conducting original work is one of several reasons that I strongly discourage the use of AI software in this class. Please note that Canvas also has a Turnitin AI Writing Detection tool.

Please also email me a backup copy of your assignments to ensure that I receive it in the event that there is a Canvas malfunction. For all emailed assignments, please name your individual assignments with your last name: “Last Name_assignment” before the file extension. For example, if your last name is Jones and you are turning in the article review, please name the file for your assignment “Baldwin_articlereview.” This will help me keep track of individual students’ assignments instead of receiving a large group of assignments with the same file name. All assignments unless otherwise noted are due by 5:30 on the due date.

The University is committed to providing a reliable online course system to all users. However, in the event of any unexpected server outage or any unusual technical difficulty which prevents students from completing a time sensitive assessment activity, the instructor will extend the time windows and provide an appropriate accommodation based on the situation. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Instructor Responsibilities and Feedback
My responsibilities in this course are to facilitate your success. That includes clear instructions for your assignments, answering any questions, identifying additional resources as necessary, providing grading rubrics, and reviewing and updating course content. You can expect your assignments to be graded and for you to receive feedback on discussion board posts within 7 days of submission. If you email me regarding questions about the course, you can expect an answer within 24 hours.

Syllabus Change Policy
This syllabus is a working document. I reserve the right to change this syllabus at any time. You will be able to access updated versions on the Canvas website.
Succeed at UNT:
- Show Up
- Find Support
- Take Control
- Be Prepared
- Get Involved
- Be Persistent

UNT Policies

Academic Integrity and Academic Dishonesty
Academic Integrity is defined in the UNT Policy on Student Standards for Academic Integrity. Academic Dishonesty includes cheating, plagiarism, forgery, fabrication, facilitating academic dishonesty, and sabotage. Any suspected case of Academic Dishonesty will be handled in accordance with University policy and procedures. Possible academic penalties range from a verbal or written admonition to a grade of “F” in the course. Further sanctions may apply to incidents involving major violations. The policy and procedures are available at: http://vpaa.unt.edu/academic-integrity.htm.

Acceptable Student Behavior
Student behavior that interferes with an instructor’s ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The university's expectations for student conduct apply to all instructional forums, including university and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at https://studentaffairs.unt.edu/dean-of-students.

Disability Access
The University of North Texas makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Access (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. 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 Access website at https://studentaffairs.unt.edu/office-disability-access. You may also contact them by phone at 940.565.4323.

EagleConnect
All UNT students should activate and regularly check their EagleConnect (e-mail) account. EagleConnect is used for official communication from the University to students. Many important announcements for the University and College are sent to students via EagleConnect. For information about EagleConnect, including how to activate an account and how to have EagleConnect forwarded to another e-mail
address, visit https://eagleconnect.unt.edu. This is the main electronic contact for all course-related information and/or material.

Emergency Notifications and Procedures
UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Canvas for contingency plans for covering course materials.

Observation of Religious Holy Days
If you plan to observe a religious holy day that coincides with a class day, please notify your instructor as soon as possible.

Retention of Student Records
Student records pertaining to this course are maintained in a secure location by the instructor of record. All records such as exams, answer sheets (with keys), and written papers submitted during the duration of the course are kept for at least one calendar year after course completion. Course work completed via the Canvas online system, including grading information and comments, is also stored in a safe electronic environment for one year. Students have the right to view their individual record; however, information about students’ records will not be divulged to other individuals without proper written consent. Students are encouraged to review the Public Information Policy and the Family Educational Rights and Privacy Act (FERPA) laws and the University's policy.

Sexual Discrimination, Harassment, & Assault
UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. If you (or someone you know) has experienced or experiences any of these acts of aggression, please know that you are not alone. The federal Title IX law makes it clear that violence and harassment based on sex and gender are Civil Rights offenses. Because of Texas Senate Bill 212, as a UNT employee, I am required by law to report sexual misconduct, relationship violence, stalking, and crimes. I cannot keep those things confidential if you reveal any of those to me. If you need a confidential resource available on campus or in the local community then I can refer you.
UNT has staff members trained to support you in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.
UNT’s Dean of Students’ website offers a range of on-campus and off-campus resources to help support survivors, depending on their unique needs: https://studentaffairs.unt.edu/survivor-advocate. UNT’s Student Advocate can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students’ office at 940-565-2648. You are not alone. We are here to help.

Student Perception of Teaching (SPOT)
Student feedback is important and an essential part of participation in this course. The student evaluation of instruction is a requirement for all organized classes at UNT. The survey will be made available during weeks 13 and 14 of the long semesters to provide students with an opportunity to evaluate how this course is taught. Students will receive an email from "UNT SPOT Course Evaluations via IASystem Notification" (no-reply@iasystem.org) with the survey link. Students should look for the
email in their UNT email inbox. Simply click on the link and complete the survey. Once students complete the survey they will receive a confirmation email that the survey has been submitted. For additional information, please visit the spot website at www.spot.unt.edu or email spot@unt.edu.

Campus Carry Notification
The class meets in a UNT facility in which the legal carrying of a concealed firearm by an LTC permit holder is prohibited. Please refer to campuscarry.unt.edu for more information.

Academic Support & Student Services
Student Support Services
Mental Health
UNT provides mental health resources to students to help ensure there are numerous outlets to turn to that wholeheartedly care for and are there for students in need, regardless of the nature of an issue or its severity. Listed below are several resources on campus that can support your academic success and mental well-being:

- Student Health and Wellness Center (https://studentaffairs.unt.edu/student-health-and-wellness-center)
- Counseling and Testing Services (https://studentaffairs.unt.edu/counseling-and-testing-services)
- UNT Care Team (https://studentaffairs.unt.edu/care)
- Individual Counseling (https://studentaffairs.unt.edu/counseling-and-testing-services/services/individual-counseling)

Chosen Names
A chosen name is a name that a person goes by that may or may not match their legal name. If you have a chosen name that is different from your legal name and would like that to be used in class, please let the instructor know. Below is a list of resources for updating your chosen name at UNT.

- UNT Records
- UNT ID Card
- UNT Email Address
- Legal Name
*UNT eulDs cannot be changed at this time. The collaborating offices are working on a process to make this option accessible to UNT community members.*

Pronouns
Pronouns (she/her, they/them, he/him, etc.) are a public way for people to address you, much like your name, and can be shared with a name when making an introduction, both virtually and in-person. Just as we ask and don’t assume someone’s name, we should also ask and not assume someone’s pronouns.

You can add your pronouns to your Canvas account so that they follow your name when posting to discussion boards, submitting assignments, etc.

Below is a list of additional resources regarding pronouns and their usage:

- What are pronouns and why are they important?
- How do I use pronouns?
- How do I share my pronouns?
- How do I ask for another person’s pronouns?
- How do I correct myself or others when the wrong pronoun is used?

Additional Student Support Services

- Registrar [https://registrar.unt.edu/registration](https://registrar.unt.edu/registration)
- Financial Aid [https://financialaid.unt.edu/](https://financialaid.unt.edu/)
- Student Legal Services [https://studentaffairs.unt.edu/student-legal-services](https://studentaffairs.unt.edu/student-legal-services)
- Career Center [https://studentaffairs.unt.edu/career-center](https://studentaffairs.unt.edu/career-center)
- Multicultural Center [https://edo.unt.edu/multicultural-center](https://edo.unt.edu/multicultural-center)
- Counseling and Testing Services [https://studentaffairs.unt.edu/counseling-and-testing-services](https://studentaffairs.unt.edu/counseling-and-testing-services)
- Pride Alliance [https://edo.unt.edu/pridealliance](https://edo.unt.edu/pridealliance)
- UNT Food Pantry [https://deanofstudents.unt.edu/resources/food-pantry](https://deanofstudents.unt.edu/resources/food-pantry)

Academic Support Services

- Academic Resource Center [https://clear.unt.edu/canvas/student-resources](https://clear.unt.edu/canvas/student-resources)
- Academic Success Center [https://success.unt.edu/asc](https://success.unt.edu/asc)
- UNT Libraries [https://library.unt.edu/](https://library.unt.edu/)
- Writing Lab [http://writingcenter.unt.edu/](http://writingcenter.unt.edu/)

### COURSE SCHEDULE

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<tr>
<th>DATE</th>
<th>ASSIGNMENTS</th>
<th>DUE DATES</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong>&lt;br&gt;August 22</td>
<td>Introduction to the Study of Higher Education&lt;br&gt;Introductions &amp; community building&lt;br&gt;Discuss our positionality/worldview&lt;br&gt;Syllabus review&lt;br&gt;Weekly news update (discussion leader) sign-up&lt;br&gt;Create alumni interview questions</td>
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<tr>
<td><strong>Week 3</strong>&lt;br&gt;September 5</td>
<td>Library Resources for Doctoral Students – Guest Jo Monahan&lt;br&gt;What are the fundamental tools of the profession?&lt;br&gt;APA &amp; UNT higher education doctoral student handbook&lt;br&gt;Epistemology</td>
<td>Review the doctoral student handbook before class</td>
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<td>Week 4</td>
<td>Research Inquiry</td>
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<tr>
<td>September 12</td>
<td><strong>What is the cycle of inquiry? How do I review scholarship on a particular topic of inquiry?</strong></td>
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<td></td>
<td>• Rallis &amp; Rossman Chapter 3 “The Cycle of Inquiry: More than One Way to Get There”</td>
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<thead>
<tr>
<th>Week 5</th>
<th>Positionality and Ethics in Research</th>
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<tbody>
<tr>
<td>September 19</td>
<td><strong>Why is it important to recognize my positionality in research? How do ethics affect my writing and research inquiry?</strong></td>
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<td></td>
<td>• Rallis &amp; Rossman Chapter 4 “Being an Ethical Inquirer: Staying Alert on the Road”</td>
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<td></td>
<td>• Rallis &amp; Rossman Chapter 7 “Things to Consider in Writing: Staying in the Right Lane”</td>
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</tbody>
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**Guest Faculty: Dr. Uyen Tran Parsons**

<table>
<thead>
<tr>
<th>Week 6</th>
<th>The Goodness of Research</th>
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</thead>
<tbody>
<tr>
<td>Date</td>
<td>Topic</td>
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</table>
| September 26 | What constitutes a sound research study?                               | - Rallis & Rossman Chapter 5 “Constructing Conceptual Frameworks: Building the Route”  
| October 3    | Epistemology Reflection Paper due                                      | |
| October 10   | Check on with Dr. Baldwin on status on mini prospectus topic          | |

**Guest Faculty: Dr. Mayra Olivares-Urueta, Executive in Residence**
<table>
<thead>
<tr>
<th>Week 9</th>
<th>Faculty, Leadership, and Academic Culture</th>
<th>How does research and theory help us study individuals’ realities?</th>
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<thead>
<tr>
<th>Week 10</th>
<th>Critical Perspectives</th>
<th>How can we problematize higher education structures and policies?</th>
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</thead>
</table>

**Guest Faculty: Dr. Stephanie Aguilar-Smith**

**Mini Research Prospectus due**
| Week 11 | October 31 | Selection and Socialization into Academia  
What are some issues to consider as I develop as a scholar/practitioner? |
<table>
<thead>
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<tbody>
<tr>
<td></td>
<td>Article Review Due</td>
<td>Bring progress on prospectus to class</td>
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<thead>
<tr>
<th>Week 12</th>
<th>November 7</th>
<th>Writing with a Purpose</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>• Rallis &amp; Rossman Chapter 8 “Knowledge Use: Arriving at Your Destination”</td>
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</tbody>
</table>

**Guest Faculty: Dr. Barrett Taylor**

<table>
<thead>
<tr>
<th>Week 13</th>
<th>November 14</th>
<th>Meet virtually with assigned classmate to give each other feedback on final paper progress</th>
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<tbody>
<tr>
<td></td>
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<td>OUT OF CLASS ASSIGNMENT</td>
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<thead>
<tr>
<th>Week 14</th>
<th>November 21</th>
<th>Thanksgiving Break</th>
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<tr>
<td></td>
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<td>NO CLASS</td>
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<tr>
<th>Week 15</th>
<th>November 28</th>
<th>Final Presentations</th>
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<tr>
<th>Week 16</th>
<th>December 5</th>
<th>Final Presentations</th>
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<tr>
<td></td>
<td>Final Paper due December 5 at 5:30 p.m.</td>
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### Recommended Peer-Reviewed Journals

<table>
<thead>
<tr>
<th>Journal Title</th>
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<tbody>
<tr>
<td>Journal of College Student Retention: Research, Theory &amp; Practice</td>
<td>Journal of Community College Research and Practice</td>
<td>Journal of Higher Education Policy and Management</td>
<td>Journal of Hispanic Higher Education</td>
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<tr>
<td>Journal of Latinos and Education</td>
<td>Journal of Negro Education</td>
<td>Journal of Student Affairs Research and Practice</td>
<td>New Directions for Adult and Continuing Education</td>
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<tr>
<td>New Directions for Community Colleges</td>
<td>New Directions for Higher Education</td>
<td>New Directions for Institutional Research</td>
<td>New Directions for Student Services</td>
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<tr>
<td>Race Ethnicity and Education</td>
<td>Review of Educational Research</td>
<td>Teachers College Record</td>
<td>The Journal of Higher Education</td>
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<tr>
<td>The NASPA Journal</td>
<td>The Review of Higher Education</td>
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