Curriculum & Policy Committee
Meeting Agenda
November 8, 2019


Non-Voting Members Present: K. Coleman, A. Wells Dolan, J. Holleman, M. Perryman

I. Call to order by Dr. Amy Wells Dolan

II. Discussion and Decision-Making on Proposed Items
   
   A. Teacher Education Department – no items presented
   
   B. Higher Education Department – Proposed Items presented by Dr. Neal Hutchens
      1. Masters of Art online and residential programs
         i. Remove GRE requirement
         ii. Admissions evaluation rubric for admission
            Dr. Hutchens made motion to remove GRE requirement and accept an admissions rubric evaluation for admission. Dr. Niemeyer seconded the motion.
            Item passed by all voting members present.

      2. Minor – Higher Education presented by Dr. Neal Hutchens
         Dr. Hutchens made motion to approve 15 credit undergraduate minor in higher education. Course numbers to be assigned.
         Dr. McClelland seconded the motion.
         Item passed by all voting members present.

   C. LCE Department – Revised Course Descriptions presented by Dr. Mandy Perryman
      1. COUN 601, 603, 604, 606, 607, 608, 609, 611, 612, 613, 614, 615, 617, 630, 640, 642, 644, 661, 662, 663, 664
         Dr. Perryman made a motion to approved revised course descriptions for clarity and consistency.
         Dr. Niemeyer seconded the motion.
         Item passed by all voting members present.

III. New Business – none presented
Department of Higher Education Admissions Scoring Tool
M.A. in Higher Education

Committee Member: ________________________

Candidate Name: ________________________

Applicants to the M.A. in Higher Education must submit the following materials for review to be considered for admission to the degree program: (1) Undergraduate Transcript, (2) Statement of Purpose, (3) Resume, and (4) Contact information for three references.

The following Criteria and Scoring system will be used to evaluate candidates for admission to the M.A. in Higher Education.

Rate the applicant in the following areas on a scale of 0 = No Points, 1 = Minimum Acceptability, 2 = Good, or 3 = Excellent:

1. Undergraduate Academic Performance (0-3)
[Review of this criterion is based on applicant's undergraduate transcript, statement of purpose, and information from references if contacted by a reviewer.

In evaluation of academic performance, the following are minimum GPA requirements: An undergraduate grade point average of at least 3.0 on course work attempted. A 2.7 grade point average, or 3.0 on the last 60 hours, may allow an applicant to enter on a probationary basis.]¹

2. Prior Participation/Leadership in Campus Community (0-3)
[Review of this criterion is based on previous and/or current participation in campus activities and events, such as participation in co-curricular student organizations, other forms of campus participation, or service as a student employee, such as in student housing, campus recreation, etc. Alongside the applicant's Statement of Purpose and Resume, the transcript and references may provide additional information related to this criterion.]

¹ Note: in the case that an applicant has earned a master's or other graduate or professional degree (e.g., J.D. degree), the transcript for this degree can also be used in evaluating the applicant.
3. Articulation of Personal Goals Related to Program (0-3)
   [Review of this criterion is based on the Statement of Purpose and Resume.]

4. Excellence in Written Communication (0-3)
   [Review of this criterion is based on the Statement of Purpose, with the Resume and
   transcript providing additional or supporting information to evaluate this criterion.]

Total Score (0-12) __________
[Note: No minimum score is designated for admission. However, the criteria provide a
standardized system for the evaluation of applicants in providing an objective
assessment of candidates to the M.A. in Higher Education.]

Admit?

Yes_______ No_______
COUN 601 Lifespan Development
COURSE DESCRIPTION: (3 credit hours) This introductory course is designed for students to develop an understanding of human growth and development over life span. Emphasis on physiological, cognitive, social, emotional, personality, spiritual, and moral development, as well as legal, ethical, and diversity issues will be reviewed in relation to human growth and development.

COUN 603 Counseling Skills
COURSE DESCRIPTION: (3 credit hours) This course provides the foundation for practicum and internship experiences. Students learn fundamental helping skills under faculty supervision. This course focuses on the development of counseling skills through instruction and experiential exercises, including recorded practice sessions. Demonstration of these skills is a prerequisite for enrollment in practicum.

COUN 604 Research in Counseling
COURSE DESCRIPTION: (3 credit hours) In this course, students will be introduced to research methods, statistical analysis, needs assessment, and program evaluation as it relates to the field of counseling. Quantitative and qualitative paradigms, research activities, computational and computer applications, critical consideration of research and accountability, professional writing, and research design related to professional counseling will be emphasized.

COUN 606 Counseling Theories
COURSE DESCRIPTION: (3 credit hours) This course explores counseling theories that provide models to conceptualize client presentation and that help select appropriate counseling interventions. Students will be exposed to theories and models of counseling that are consistent with current professional research and practice in the counseling field.

COUN 607 Group Procedures
COURSE DESCRIPTION: (3 credit hours) This course examines group dynamics, both in theory and in practice. Students will learn about various types of counseling groups, group stages and dynamics, ethical considerations, diversity, and facilitation skills. Application of group counseling in various settings will be explored.

COUN 608 Issues and Ethics in Counseling
COURSE DESCRIPTION: (3 credit hours) This course examines the ethical standards of professional counseling organizations and credentialing bodies, as well as the applications of ethical and legal considerations in professional counseling. Students will explore legal and ethical considerations specific to clinical mental health counseling and school counseling.

COUN 609 Multicultural Counseling
COURSE DESCRIPTION: (3 credit hours) This course is an examination of multicultural concepts, cultural identity development, and application of counseling strategies appropriate for culturally diverse clients. It also focuses on social justice and advocacy strategies as they relate to various populations, as well as the need for counselors to examine their own attitudes toward diverse populations and implement strategies to increase multicultural competency.
COUN 611 Assessment
COURSE DESCRIPTION: (3 credit hours) In this course, students will become proficient with basic assessment principles including achievement, aptitude, and intelligence tests, interest and personality inventories, diagnostic measures, client outcome and rating measures, clinical interviews, case conferences, and observations. Students will be able to conduct assessments, interpret assessment results, and write assessment reports to serve client and stakeholder interests.

COUN 612 Foundations of Clinical Mental Health Counseling
COURSE DESCRIPTION: (3 credit hours) This course provides a broad overview of the professional roles, functions, and goals of counselors, as well as issues specific to mental health counselors. Concepts to be reviewed include a history and overview of counseling as a profession, philosophical foundations, multicultural factors, services, credentialing, professional standards, and ethical and legal guidelines for practice.

COUN 613 Diagnostic Systems in Counseling
COURSE DESCRIPTION: (3 credit hours) This course covers criteria, content, and organizational structure of mental disorders across the lifespan, as described in the current Diagnostic and Statistical Manual of Mental Disorders. Completion of course objectives is intended to increase knowledge and application of biopsychosociocultural conceptualizations of psychiatric disorders, psychopharmacology, assessment tools, diagnostic practices, and evidence-supported treatment strategies for working with clients across settings.

COUN 614 Family Counseling
COURSE DESCRIPTION: (3 credit hours) This course provides an overview of the historical roots of family counseling and the major theoretical orientations. This course will also introduce students to (a) therapeutic interventions and special aspects of marriage and family therapy; (b) multicultural implications for marriage and family counseling; (c) current trends in marriage and family counseling; (d) ethical principles; and (e) marriage and family counseling research.

COUN 615 Addictions Counseling
COURSE DESCRIPTION: (3 credit hours) This course will introduce students to the field of addictions by defining clinical models of addiction, to include alcohol and other drugs, gambling, food, sex, criminal behavior and other types of addiction. This course will also introduce students to (a) key concepts of pharmacology, assessment, and diagnosis; (b) methods of prevention, intervention, treatment and care; (c) multicultural concepts/racial and gender disparities; (d) the impact of addiction on the family system; (e) ethical principles; and (f) the 12 core functions of practice for rehabilitation and clinical mental health professionals.

COUN 617 Pre-Practicum and Advanced Skills
COURSE DESCRIPTION: (3 credit hours) This course focuses on the integration of basic and advanced skills into the counseling process. It is designed to train prospective counselors to apply assessment, goal-setting, and intervention skills over the course of the counseling process and to serve as a final preparation for the practicum experience.

COUN 630 Foundations of School Counseling
COURSE DESCRIPTION: (3 credit hours) This course emphasizes the role of the school counselor in comprehensive developmental guidance and counseling programs. The focus is on the historical evolution of the professional school counselor and the skills and techniques for working effectively with a diverse student population, kindergarten through grade 12. This includes the development of skills for working with teachers, parents, administrators, referral agencies, and other educational teams.
COUN 640 Career Counseling
COURSE DESCRIPTION: (3 credit hours) This course examines career development theories and approaches, as well as the impact of career on the lives of individuals with whom they will be working. Students will learn to utilize career assessments and access career information for counseling clients.

COUN 642 Crisis Intervention
COURSE DESCRIPTION: (3 credit hours) This course prepares students to respond effectively in critical situations and to help counsel clients who are experiencing crisis events. Students will learn about disaster response and crises prevention and intervention. Completion of course objectives is intended to increase knowledge and application of crisis assessment, prevention, and intervention techniques using contemporary formulations drawn from several theoretical frameworks. The time-limited nature of crisis intervention, related legal and ethical issues, and interfacing appropriately with other service providers will be explored.

COUN 644 Counseling Children and Adolescents
COURSE DESCRIPTION: (3 credit hours) This course provides an understanding of counseling theories, models, and therapeutic techniques specific to children and adolescents. Emphasis on the application of models and theories, and the appropriate selection and execution of counseling interventions specific to school-age clients will be examined.

COUN 661 School-Based Practicum
COURSE DESCRIPTION: (3 credit hours) Students will apply critical counseling skills learned in previous course work in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the onsite supervisor, students will work to apply the American School Counselor Association’s (ASCA) National Model. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.

COUN 662 Practicum in Clinical Mental Health Counseling
COURSE DESCRIPTION: (3 credit hours) Students will engage in a supervised counseling experience in a clinical setting under the supervision of the course instructor and an onsite supervisor. Students will apply principles, techniques, and strategies acquired in previous course work and demonstrate relevant acquired skills and developed competencies. Students must complete 100 hours of practical experience (minimum of 40 direct contact hours) and participate in weekly supervision with an onsite supervisor. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of practicum.

COUN 663 Internship in School Counseling
COURSE DESCRIPTION: (3 credit hours) An intensive field-based experience for candidates in the school counseling master’s degree program. Students will apply critical counseling skills learned in previous course work in a K-12 school setting (elementary, middle, or high school). Under the supervision of the course instructor and the site supervisor, students will work to apply the American School Counselor Association’s (ASCA) National Model. Students must complete 600 hours of practical experience (minimum of 240 direct contact hours) and participate in weekly supervision with a licensed school counselor. Students must have a field site prior to starting the course, and all field sites must have departmental approval.
COUN 664 Internship in Clinical Mental Health Counseling

COURSE DESCRIPTION: (3 credit hours) Students will complete a supervised counseling internship in roles and settings relevant to their specialty area. Students will apply critical counseling skills learned in previous coursework in a clinical setting. Students must complete 600 total hours of their supervised counseling internship (240 direct contact hours) at an approved site. Formative and summative evaluations of the student’s counseling performance and ability to integrate and apply knowledge are conducted as part of internship.
I. USEFUL WEBSITES:

SCHOOL OF EDUCATION catalog: https://catalog.olemiss.edu/education/courses
COURSE NUMBERING SYSTEM: http://catalog.olemiss.edu/courses
UNDERGRADUATE MINORS: https://catalog.olemiss.edu/minors
AUTHORIZATION TO PLAN form (pp. 28-30):

II. MINOR—HIGHER EDUCATION (w/ options)

DESCRIPTION: A minor in higher education exposes students to professions and advanced areas of study within the discipline of higher education and student affairs. Issues in higher education related to history, social movements, current events, teaching, and learning are focus areas of the minor.

FORMAT: Online, hybrid and / or residential

COURSE REQUIREMENTS: Students who want to pursue a minor in higher education must complete the following courses: EDHE 3xx Introduction to Student Development & Student Services (3cr); EDHE 3xx Organization & Policy (3cr); EDHE 3xx Introduction to Higher Education (3cr); and 6 additional hours of education courses at the 300 level or higher dealing with issues and content related to higher education and / or student affairs. No more than 3 of these hours can be Individual or Independent Study. Students must maintain at least a 3.0 average in all courses counted toward the minor. Other courses at the 300 level or higher may count toward the minor with the approval of the department chair.

CREDIT REQUIREMENTS: 15

OTHER ACADEMIC REQUIREMENTS: The higher education minor is open to undergraduate students who have an interest in higher education and student affairs. The minor does not meet graduate degree requirements.

*Minimum cumulative GPA of 3.0
*Completion of at least 30 credit hours prior to starting the minor
*Applicant interviews are possible
IV. COURSES

EDHE 3xx: *Introduction to Student Development & Student Services*  
(ALL UNDERGRADUATES; DEPARTMENT PERMISSION)  
*An introduction to college student experiences and development through a social psychological approach. (3cr)*  
Department: Higher Education  
Subject Area(s): Social psychological development  
Instruction Type(s): Compressed Video, Web-Based Lecture, or Lecture

EDHE 3xx: *Organization & Policy*  
(ALL UNDERGRADUATES; DEPARTMENT PERMISSION)  
*Study of higher educational policymaking and governance structures. (3cr)*  
Department: Higher Education  
Subject Area(s): Organizational Governance & Higher Education Policy  
Instruction Types(s): Education / General

EDHE 3xx: *Introduction to Higher Education*  
(ALL UNDERGRADUATES; DEPARTMENT PERMISSION)  
*An introduction to recent developments and critical issues in higher education. (3cr)*  
Department: Higher Education  
Subject Area(s): Higher Education Developments & Critical Issues  
Instruction Types(s): Education / General

EDHE 333: *Special Topics in Higher Education*  
(SOPHOMORE OR HIGHER; DEPARTMENT PERMISSION)  
*A special topics course designed to address topics of interest in higher education across various fields within the discipline. (1-3cr)*  
NOTE: ALTHOUGH THIS COURSE MAY BE REPEATED FOR CREDIT, STUDENTS MAY ONLY COUNT UP TO 6 CREDITS OF DIFFERENT TOPICS TOWARD THE MINOR.  
Department: Higher Education  
Subject Area(s): Higher Education / Higher Education Administration  
Instruction Types(s): Lecture  
Catalog URL: https://catalog.olemiss.edu/education/leadership-counselor-education/edhe-333
THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF HIGHER EDUCATION

COURSE: EDHE 3xx. INTRODUCTION TO STUDENT DEVELOPMENT & STUDENT SERVICES. An introduction to college student experiences and development through a social psychological approach. (3 hours credit)

Instructor:

Name:
Office:
Phone:
Office Hours:
E-mail Address:

I. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

Educators as Reflective Professionals

A. Vision Statement

The vision of the School of Education at The University of Mississippi is to prepare reflective professional educators, create and disseminate new knowledge, and provide service to the state and nation to meet the educational challenges of the 21st century. Undergraduate and graduate programs in the unit are conceptualized to prepare graduates who can positively
impact students to be productive and caring citizens who will exhibit the five qualities outlined in the conceptual framework.

B. Unit Major (M) and Minor (m) Themes/Outcomes

1. **Lifelong learners** who take responsibility for their own learning and continuously foster their professional renewal. (m)

2. **Problem solvers** who develop solutions to improve the educational environment for all students. (M)

3. **Effective communicators** who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (M)

4. **Advocates for diverse learners** who appreciate, promote, and model the values of diversity. (m)

II. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

This course supports the principles or standards indicated below:

*Council for the Advancement of Standards (CAS) in Higher Education*

- Autonomy (M)
- Non-Malfecance (M)
- Beneficence (m)
- Fidelity (M)
- Veracity (M)
- Affiliation (M)

*Council for the Advancement of Standards (CAS) in Higher Education*

- Intellectual Growth (M)
- Effective Communication (M)
- Enhanced Self-Esteem (m)
- Realistic Self-Appraisal (m)
- Clarified Values (m)
- Career Choices (M)
- Leadership Development (M)
- Healthy Behavior (m)
- Meaningful Interpersonal Relationships (m)
- Independence (M)
- Collaboration (m)
Social Responsibility (M)
Satisfying and Productive Lifestyles (M)
Appreciating Diversity (M)
Spiritual Awareness (M)
Personal and Educational Goals (M)

III. REFERENCES:

A. Primary Text


B. Supplemental Text


C. Assigned Readings

As determined in class.

IV. PURPOSE OF THE COURSE:

This course is designed as an introduction to college student experiences and development through a social psychological approach. Students will examine major theories of college student development, the collegiate environment and varied cultural perspectives of college-aged students.

V. COURSE OBJECTIVES:

In fulfilling the requirements of this course, students should develop the knowledge and skills described in the following objectives:

Students will develop an understanding of different typological theories of college student development.

Students will make connections of understanding interaction between college students and their environment.

Students will be able to apply student development theories to their own personal growth and future leadership roles in higher education.

Students will collaborate and learn by interacting with their peers in class.
VI. COURSE ASSIGNMENTS, ASSESSMENT, POLICIES

A. Course Requirements and Assessment Procedure

Your course grade will be based on the assignments listed below but may also include modifications as deemed necessary by the instructor due to the progression of the course. All formal written assignments should follow APA style and should be uploaded to the appropriate Assignment tab in Blackboard.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>(% of grade or points assessed)</th>
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</thead>
<tbody>
<tr>
<td>Theory Presentations (Collaborative Project)</td>
<td></td>
</tr>
<tr>
<td>Students will be assigned to teams to research and present a review of theories focused on college student development. These theories will cover a range of typologies including psychosocial, cognitive/moral, typological and person-environment (i.e. Erikson, Chickering, Kohlberg’s Moral Development, Myers-Briggs, and The “W” Curve). Collaborative groups will develop your skills in analysis, sharing of ideas, and developing presentation styles. Research materials for each presentation will be loaded in Blackboard for access by all students in the class.</td>
<td></td>
</tr>
<tr>
<td>Case Study (%) of grade or points assessed</td>
<td></td>
</tr>
<tr>
<td>The course instructor will assign a case study related to higher education and college student development. Students will be asked to identify issues and concerns and help determine next steps for assessing the problem using the lens of a student affairs professional.</td>
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<tr>
<td>Chapter Assignments Textbook (%) of grade or points assessed</td>
<td></td>
</tr>
<tr>
<td>The required textbook (Strayhorn, 2016) includes multiple prompts and reflection assignments at the end of chapters. The course instructor will identify the most relevant exercises and assign accordingly.</td>
<td></td>
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<tr>
<td>My Story Analysis (%) of grade or points assessed</td>
<td></td>
</tr>
<tr>
<td>This written reflection assignment involves applying theories illustrated in class to your own development as a college student. Select a minimum of two theories covered in “Theory Presentations (Collaborative Project)” and demonstrate a connection to your own experiences.</td>
<td></td>
</tr>
<tr>
<td>Discussion Board Posts /Professionalism (%) of grade or points assessed</td>
<td></td>
</tr>
<tr>
<td>Throughout the semester, students will be expected to communicate with the instructor as well as colleagues in the course through online prompts. Professionalism and respectful responses to posts by other students is expected. Discussion board assignments will take place in Blackboard.</td>
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</table>
To determine final grades, the following unweighted values will be used:

B. Final Grades
the facilities that support the academic environment. Mutual respect and fairness are the basis of the instructor-student relationship at The University of Mississippi. The Creed may be found at the following website: http://dos.olemiss.edu/.

Honesty and fairness are essential elements of the academic environment of The University of Mississippi. If either principle is diminished, the academic experience is devalued. In addition, it is important to recognize that applications for graduate and professional school, and applications for employment and professional licenses, frequently require the applicant to state whether he or she has been found guilty of academic dishonesty. Accordingly, academic dishonesty is taken seriously at The University of Mississippi.

The complete University Academic Discipline Policy (ACA.AR.600.001 Student Academic Conduct and Discipline) may be found in the University’s online policy directory through the following link on the University’s website: http://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?istatPara=1&policyObjidPara=10817696.

Academic misconduct is grounds for failing the particular assignment(s) involved and/or the course.

B. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
I. COURSE: EDHE 3xx Organization & Policy. Study of higher educational policymaking and governance structures. (3)

INSTRUCTOR:

Office: ___________________________
Phone: ___________________________
E-mail Address: __________________
Office Hours: ____________________

II. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK:

A. Vision
We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

B. Mission
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

C. Unit Major (M) and Minor (m) Themes / Outcomes
1. Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (m)
2. Problem solvers who develop solutions to improve the educational environment for all students. (M)
3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (M)
5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (m)

III. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES:

Teacher Education
1. Thinking and Problem Solving (M)
2. Equality and Respect for Diversity
3. Appropriate Teaching Strategies
4. Communication and Cooperation (m)
5. Human Development and Curriculum
6. Esteem, Autonomy, and Lifelong Learning (m)
7. Relevance: Social and Global (m)
8. Supervision, Management, and Guidance

Educational Leadership
1. Theoretical and Research Foundations (M)
2. Leadership Skills
3. Management Skills
4. Professionalism

Counselor Education
1. Professional Identity (M)
2. Social and Cultural Diversity (m)
3. Human Growth and Development (m)
4. Career Development (m)
5. Helping Relationships (M)
6. Group Work (m)
7. Assessment (M)
8. Research and Program Evaluation (M)

IV. REFERENCES
A. Required Texts


B. Suggested Text


C. Assigned Readings

Students are expected to maintain access to and use all course materials listed under Course Documents in Blackboard. Additional readings will be assigned and/or posted to Blackboard throughout the semester. The course readings are in a variety of formats (e.g., scholarly journal articles, book chapters, and policy reports) designed to cover an array of interests. As the field of public policy lends itself to debate, the readings and in-class discussions are intended to represent a variety of viewpoints and interests.

V. PURPOSE & STRUCTURE OF THE COURSE

This course is designed to introduce students to advanced debates, research, and frameworks that shape policy and governance in higher education. The course is divided into four content areas. First, we situate our learning of public policy issues in higher education via a brief introduction and macro overview of governance structures in higher education. We then examine factors that shape the current governance landscape of higher education and national policy discourse. Afterwards, we will consider the effectiveness of standing policies and review the contemporary governance structures, practices, procedures, and/or protocols within various states via case study analysis. We will close the course with an exploration of the innovative policy along with governance and programmatic solutions proposed to address the changing, political landscape of postsecondary education.

VI. COURSE OBJECTIVES

This course is crafted to provide students with foundational tools to study higher education governance and organizational issues through the combination of the assigned readings, lectures, classroom discussion, and writing assignments. In fulfilling the requirements of this course, students should develop the knowledge and skills described in the following objectives.

Students will be able to:
1. Examine the various tensions and tradeoffs made in order to craft policy
2. Employ models that describe the aforementioned processes and the various structures and actors
3. Identify the background of some of the most important higher education policies
4. Become conversant in policy and governance discourse
5. Articulate current policy challenges, governance issues, and proposed solutions from a variety of perspectives
6. Demonstrate awareness of the variety of sources used to discuss, debate, evaluate, and influence higher education policy
7. Articulate commentary on a variety of pressing higher education issues
8. Present and defend ideas about complex policy and governance issues in higher education
VII. COURSE OUTLINE

<table>
<thead>
<tr>
<th>WEEK</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>An introduction to the course: This class will serve as an introduction to the course, expectations, and classroom participants. No readings assigned.</td>
</tr>
</tbody>
</table>
| 2    | Chapter 1 *Public Policy and Higher Education (PPHE)*  
     | Chapter 1 *Organizational Theory in Higher Education (OTHE)*  
     | *See Blackboard for additional readings (if applicable).* |
| 3    | Chapter 2 *PPHE*  
     | Chapter 2 *OTHE*  
     | *See Blackboard for additional readings (if applicable).* |
| 4    | Chapter 3 *PPHE*  
     | Chapter 3 *OTHE*  
     | *See Blackboard for additional readings (if applicable).* |
| 5    | Chapter 4 *PPHE*  
     | Chapter 4 *OTHE*  
     | *See Blackboard for additional readings (if applicable).* |
| 6    | Chapter 5 *PPHE*  
     | Chapter 5 *OTHE*  
     | *See Blackboard for additional readings (if applicable).* |
| 7    | Chapter 6 *PPHE*  
     | Chapter 6 *OTHE*  
     | *See Blackboard for additional readings (if applicable).* |
| 8    | Chapter 7 *PPHE*  
     | Chapter 7 *OTHE*  
     | *See Blackboard for additional readings (if applicable).* |
| 9    | Chapter 8 *PPHE*  
     | Chapter 8 *OTHE*  
     | *See Blackboard for additional readings (if applicable).* |
| 10   | Chapter 9 *PPHE*  
     | Chapter 9 *OTHE*  
     | NOTE: Possible field trip to Jackson, MS (IHL Meeting).  
     | *See Blackboard for additional readings (if applicable).* |
| 11   | Chapter 10 *PPHE*  
     | Chapter 10 *OTHE*  
     | Policy Brief Presentations Sign-up  
     | NOTE: Possible field trip to Jackson, MS (Community College Board Meeting).* |
*See Blackboard for additional readings (if applicable).

12 Chapter 11 PPHE
*See Blackboard for additional readings (if applicable).

13 Chapter 12 PPHE
Policy Brief Presentations
*See Blackboard for additional readings (if applicable).

14 Chapters 13 & 14 PPHE
Policy Brief Presentations
*See Blackboard for additional readings (if applicable).

VIII. COURSE REQUIREMENTS, POLICIES & EVALUATION PROCEDURES

A. Course Requirements

Students will be evaluated on five different components – classroom participation, three short papers, one opinion piece, a policy brief, and a presentation, described below.

Classroom Participation (10%): Class attendance is required. Frequent tardiness and/or absences will negatively affect your grade. Students are expected to come prepared to class by critically reading the indicated material in the course schedule, reflecting on the material using the guided questions, and having comments or questions prepared for class. While in class, students are expected to engage in classroom discussion and be respectful of presenters. Cell phones and other noise-making devices should be silenced and stored during class time.

Short Papers (30%): In groups, students will write two short analytic papers addressing selected topics (of their choice) presented within class. Students may select topics after Week 2. Students are expected to critically engage with an issue that came out of the reading, lecture, and classroom discussion. This assignment should not be approached as a summary of the assigned readings and is not limited to the materials assigned for class. This assignment allows (a) me to gauge students’ understanding of the content and (b) students to engage with the reading and communicate their ideas. Students may submit the papers on the two weeks of their choosing. These papers will be no longer than 6 pages double-spaced (excluding references), formatted in APA style, and word-processed.

Opinion Piece (10%): One common way to communicate ideas on policy matters and governance issues is through the 800-word opinion-editorial. The purpose of this assignment is to have students express and support their opinion on a complex policy issue in a brief manner. Distinct from academic writing, the persuasive op-ed format is a succinct way of advocating for an idea or position for mass audiences. Students are expected to produce an opinion piece between 750 to 800 words on a topic of their choosing (after Week 7) and are required to use evidence to support their claims. In preparation, students are encouraged to read op-eds from the Chronicle of Higher Education, Inside Higher Ed, Diverse Issues in Higher Education, and Dr. Marybeth Gasman’s How to write an opinion essay and why you should do it now (https://www.gse.upenn.edu/system/files/u225/Opinion%20Essay.pdf).
**Policy Brief (30%)**: Students are expected to submit a fifteen page double-spaced APA-formatted policy brief (excluding citations) addressing a pressing higher education policy issue due on the Monday of the last week of the semester. The purpose of the policy brief is to provide students with the opportunity to deepen their understanding of a contemporary higher education issue in a format that is commonly used in the policy world. Students will identify a policy problem or governance issue and either recommend a new policy or change to an existing policy or governance practice / structure. Your topic must be approved by the instructor before drafting the brief.

In order to ensure the scope and feasibility of the policy brief is within the parameters of the assignment, a two-paragraph proposal of the brief is due immediately following Spring Break. Be sure to state the problem and the intended policy solution. The final proposal (no more than one page) for the policy topic you intend to pursue is due Week 10. In between these dates, we will meet to discuss the specifics of your policy brief proposal. You should contact me immediately before Spring Break to schedule an appointment.

**Potential Topics**
- Performance-based funding
- Activity-based budgeting
- Federal and state financial aid issues
- National and state education goals
- Student access
- Student outcomes
- Affirmative action
- FERPA/Student privacy issues
- Title IX/College athletics
- State- or Regional accreditation
- State authorization
- Consumer information
- International education issues
- Technology transfer
- Federal and state financing
- Instructional cost studies
- Student debt
- Unfunded mandates
- Private college financing
- Tax status of colleges/universities
- Institutional assessment
- College ratings plan
- DREAM Act
- Veteran benefits

*The paper will be evaluated using the following criteria:*
1) It should focus on a higher education policy or governance issue that is of some importance to society.
2) It must reflect the course content.
3) It should provide a brief statement of the policy problem or governance issue.
4) It should include a discussion of the procedural and political considerations/implications involved in making the policy or governance change.
5) It should address the potential arguments that could be made against your proposal and examine and evaluate possible alternative solutions.
6) It should make appropriate use of supporting literature and evidence on the issue (drawing on at least 6-10 sources) and the student’s own reflection on the issue.
7) It should be written cognizant of the audience for whom the brief is intended and include an executive summary.
8) It must be well-written throughout and in an appropriate formal style and format.
**Policy Brief Presentation (20%)**: Students are required to do a ten-minute presentation on their policy briefs in-class during the last two weeks of the course. Handouts and/or visual aids are recommended. Please note the time limit will be strictly enforced. More information about effective policy briefings will be shared with you as the semester proceeds.

B. Assessment Procedure

As noted above, your course grade will be based on classroom participation (10%), short papers (30%), an opinion piece (10%), a policy brief (30%), and a policy brief presentation (20%). Rubrics (if applicable) will be uploaded to Blackboard. Total points obtained on each of the listed areas will be converted based on the indicated percentage, and your final grade will be computed based on the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100%</td>
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<td>A-</td>
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<td>B+</td>
<td>89 - 90%</td>
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<td>B</td>
<td>83 - 88%</td>
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<td>B-</td>
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<td>C+</td>
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<td>C</td>
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<td>D</td>
<td>63 - 70%</td>
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<td>F</td>
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</table>

C. Field Experience and Clinical Practice

None.

D. Instructional Strategies

The course will be facilitated using a seminar style in which the following instructional strategies may be utilized: class discussions, online discussions through Blackboard, brief presentations, case studies, problem solving, debates, demonstrations, cooperative learning activities, guest speakers (when/if appropriate), and field trips (when/if appropriate).

E. Attendance Policy

Attendance and participation in class are expected. Students must notify the instructor in advance of an absence or incident of tardiness via telephone or email to be eligible for consideration as an excused absence. Unexcused absences and unexcused incidents of tardiness are those in which the instructor does not receive notice from the student in advance. Unexcused absences and incidents of tardiness may result in the lowering of the final letter.
grade depending upon the nature and scope of the offense. Whether an excused or unexcused absence or tardiness, students are responsible for assignments and all in-class materials.

F. Policies Related to Students with Disabilities

It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128) / (638-0379 VP). Once a student contacts the Office of Student Disability Services, someone from that office will contact the instructor of this class. The instructor will then work with the student so that reasonable accommodations of any disability can be made.

IX. SPECIAL CONSIDERATIONS

A. Recommended Reading List


B. Required Reading List

None.

C. Academic Integrity and Honesty

Students are expected to follow the honor code as outlined in the current University policies: http://secure4.olemiss.edu/umpolicyopen/index.jsp. Plagiarism, as defined in the honor code, will not be tolerated.

As indicated in The Creed, every member of the University community is charged with upholding high standards of honesty and fairness in all academic matters. Any action that is contrary to these standards is subject to academic discipline, as are actions that are harmful to the facilities that support the academic environment. Mutual respect and fairness are the basis of the instructor-candidate relationship at The University of Mississippi. The Creed may be found at the following website: http://dos.olemiss.edu/.

Honesty and fairness are essential elements of the academic environment of The University of Mississippi. If either principle is diminished, the academic experience is devalued. In addition, it is important to recognize that applications for graduate and professional school, and applications for employment and professional licenses, frequently require the applicant to state whether he or she has been found guilty of academic dishonesty. Accordingly, academic dishonesty is taken seriously at The University of Mississippi.

The complete University Academic Discipline Policy (ACA.AR.600.001 Student Academic Conduct and Discipline) may be found in the University’s online policy directory through the following link on the University’s website: http://secure4.olemiss.edu/umpolicyopen/ShowDetails.jsp?statPara=1&policyObjIdPara=10817696.
Academic misconduct is grounds for failing the particular assignment(s) involved and/or the course and will be reported through the Academic Discipline System.

D. Flexibility Clause

The aforementioned requirements, assignments, policies, evaluation procedures, etc., are subject to change. Students' experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.
THE UNIVERSITY OF MISSISSIPPI
DEPARTMENT OF HIGHER EDUCATION

COURSE: EDHE 3xx. Introduction to Higher Education. An introduction to recent developments and critical issues in higher education. (3)

Instructor:
Office:
Office Hours:
E-mail:
Phone:

I. SCHOOL OF EDUCATION CONCEPTUAL FRAMEWORK

A. Vision
We imagine the transformation of individuals and communities to advance educational equity and excellence through innovative practice by professionals who lead and inspire others.

B. Mission
The mission of the School of Education is to prepare and engage reflective professionals who create, use and share knowledge in partnership with individuals and communities to serve Mississippi and beyond.

C. Unit Major (M) and Minor (m) Themes/Outcomes
   1. Lifelong learners who take responsibility for their own learning and continuously foster their professional renewal. (M)
   2. Problem solvers who develop solutions to improve the educational environment for all students. (M)
3. Effective communicators who effectively use verbal, non-verbal, electronic, and print modes of communication to establish a positive school environment and promote student thinking and learning. (m)
4. Users of technology who integrate multimedia in learning environments as instructional and management tools to enhance student learning. (m)
5. Advocates for diverse learners who appreciate, promote, and model the values of diversity. (M)

II. KNOWLEDGE BASE MAJOR (M) AND MINOR (m) THEMES
This course supports the research components of unit knowledge bases, as indicated below for Higher Education:
1. Knowledge acquisition, integration, construction, and application (M)
2. Cognitive complexity (M)
3. Intrapersonal development (M)
4. Interpersonal competence (m)
5. Humanitarianism and civic engagement (M)
6. Practical Competence (m)

III. REFERENCES

A. Primary Texts


B. Supplemental Texts (N/A)

C. Assigned Readings
Students are expected to maintain access to and use all course materials listed in Blackboard. Additional readings may be assigned and/or posted to Blackboard throughout the semester.

IV. PURPOSE OF THE COURSE

This course provides an overview of recent developments and critical issues in American higher education. Further, it exposes students to classic scholarship pertaining to colleges and universities in addition to the most cutting-edge perspectives in the field. Focused topics include: faculty; teaching, learning, and curriculum; college students; organizations, leadership, and governance; and higher education policy.
V. COURSE OBJECTIVES

In fulfilling the requirements of this course, students should develop the knowledge and skills described in the following objectives—derived from the Council for the Advancement of Standards in Higher Education (CAS). Upon course completion, students will:

1. Understand the impact of individual and multiple issues in higher education
2. Develop strategies for institutionalizing, identifying and tracking critical issues in organizations
3. Recognize global and national issues and trends of higher education within individual contexts
4. Understand the dynamics, models and forms of organizational structures and climates in navigating issues and trends
5. Discern when and how to apply contextualization of principles and theories in higher education issues and trends
6. Develop strategies for researching issues influencing your institution
7. Understand how to explore relevance and portrayal of national and global issues in specific postsecondary institutions
8. Demonstrate collaborative skills of peer dialogue, team work, presentations, and support including the use of technology and online and analog tools in the development of class assignments and during class activities
9. Demonstrate knowledge of literature research strategies in the development of class assignments
10. Understand and apply the APA 6th edition manual style for writing, formatting, citations, and reference style

VI. COURSE OUTLINE

Instruction will be organized via course modules (available in Blackboard) and lectures. Modules will be activated at 12pm (CT) on the dates listed below. Each module will include a detailed instruction sheet with designated readings and assignments.

Students should contact the instructor (at their earliest convenience) to inquire about module and/or assignment extensions. Extensions are only granted in the case of extreme emergencies (as determined by the instructor).

NOTE: Any changes to this outline will be announced. It is important to keep up with the material and to contact the instructor with questions.
<table>
<thead>
<tr>
<th>MODULE</th>
<th>DATES</th>
<th>READINGS &amp; ASSIGNMENTS</th>
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<tbody>
<tr>
<td>1</td>
<td>WEEKS 1-2</td>
<td>See Module 1 Instructions (in Blackboard).</td>
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<td>PRESSING ISSUE BRIEF</td>
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<td>2</td>
<td>WEEKS 3-4</td>
<td>See Module 2 Instructions (in Blackboard).</td>
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<td>3</td>
<td>WEEKS 5-6</td>
<td>See Module 3 Instructions (in Blackboard).</td>
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<td>See Module 4 Instructions (in Blackboard).</td>
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<td>ASPIRING ADULTS ADRIFT</td>
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<td>5</td>
<td>WEEKS 9-10</td>
<td>See Module 5 Instructions (in Blackboard).</td>
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<td>6</td>
<td>WEEKS 11-12</td>
<td>See Module 6 Instructions (in Blackboard).</td>
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<td>CRITICAL ISSUES INTERVIEW PAPER &amp; NARRATED POWERPOINT PRESENTATION</td>
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<td>7</td>
<td>WEEKS 13-14</td>
<td>See Module 7 Instructions (in Blackboard).</td>
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<td>FINAL EXAM</td>
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<td>END-OF-SEMESTER EVALUATION</td>
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VII. COURSE REQUIREMENTS, POLICIES, AND EVALUATION PROCEDURES

A. Course Requirements

*Interactive Dialogue, Participation, and Discussion 10%*
Full participation in all learning activities and class discussions is expected. This includes active participation in class discussions and completion of Blackboard modules. Active discussion in response to reflective prompts/ readings provided by the instructor will be required. If a student fails to actively and consistently engage in course discussion, notation will be made and dialogue, participation, and discussion points will be deducted. If a student fails to participate in class discussions and activities (due to absence and/or disengagement), notation will be made and dialogue, participation, and discussion points will be deducted accordingly.

*Pressing Issues in American Higher Education Brief 10%*
Write a brief (maximum of 2 pages; including references which are OPTIONAL) on an issue you deem the most pertinent and pressing in American higher education today. Instructions concerning the brief can be found in the Module 1 folder in Blackboard. Submit/upload an APA compliant copy of the brief to the designated Blackboard submission folder by the end of Module 1. The issue brief will be graded on a PASS or FAIL basis. If you complete the brief, you’ll receive a PASS. If you do not complete the brief, you will receive a FAIL.

*Mid-Term Exam & Final Exam (50% total; 25% each)*
In preparation for your mid-term and final exams, READ THE FOLLOWING BOOKS:

**Mid-Term Exam**
**Book #1: Academically Adrift**
Authors: Richard Arum & Josipa Roksa

**Final Exam**
**Book #2: Aspiring Adults Adrift**
Authors: Richard Arum & Josipa Roksa

The selected books will afford a unique opportunity to review the evolutionary context of an emerging and intensely pressing, action agenda framework for higher education. The books have been preselected because of content and issue exposure.

You are expected to commence reading *Academically Adrift* at the start of the semester in preparation for the mid-term exam (see Course Outline). After completing the mid-term exam (if not prior to), you are expected to immediately commence reading *Aspiring Adults Adrift* in preparation for the final exam (see Course Outline).

Both exams will require you to provide a summative description and critically evaluate the selected books in addition to integrating your analyses with content from the primary course reader, *American higher education: Issues and institutions*, as well as the class discussions, and (potentially) external, sources. When preparing for both exams, focus on the books' COLLECTIVE purposes, contents, and authority. Consider the following questions as you prepare for the exams:
*Titles - What do they suggest?
*Preface - Provides important information on the author's or authors’ purpose in writing the books and will help you determine the COLLECTIVE success of the works.
*Table of Contents - Tells you how the books are organized and will aid in determining the author's or authors’ main ideas and how they are developed (e.g., chronologically, topically, etc.).

While immersed in the readings, record your impressions, and note effective passages for quoting. This will be useful to you on both exams, as the exams will be administered online via Blackboard. Keep the following questions in mind:

*From what point of view are the works written?
*What is the author's style? Or What are the authors’ styles? Formal or informal? Does it / do they suit the intended audience?
*Are higher education concepts clearly defined? How well are the author's or authors’ ideas developed? What areas are covered/ not covered? Why? This helps to establish the books’ COLLECTIVE authority on the subject matter.
*How accurate is the information in the books? Check outside sources if necessary.
*If relevant, make note of the book's format (i.e., layout, binding, typography, etc.). Are there maps, illustrations, charts, tables, or graphs? Do they aid understanding or provide confusion?
*Check the back matter. Is the reference list accurate? What sources did the author(s) use (i.e., primary or secondary)? How do they make use of them? Make note of important omissions.
*Finally, what have the books accomplished INDIVIDUALLY and / or COLLECTIVELY? Is further work/ analysis needed? What is the scholarly contribution? How are the books helping to shape and/ or address pressing issues in American higher education?

After you have completed the books, consult additional sources. Try to find additional information about the author(s) (i.e., their reputation, qualifications, influences, etc.). You want to search for any information that is relevant to the books and that would help establish the author's or authors’ authority. Knowledge of the scholarly period in which the books were written (i.e., contextualization) and of critical theories (i.e., related to higher education) can also be helpful. Your instructor and reference librarian (Savannah Kelly, slkelley@olemiss.edu or 662-915-7933) are available for suggested resources (some of which are already listed in Blackboard).

**Critical Issues Interview Paper & Presentation 30%**
This assignment integrates information gleaned from the primary course texts, other readings, and class discussions into a formal interview with a knowledgeable faculty member or scholar, university-community representative / stakeholder, or higher education administrator about the critical issue, policy, or practice identified in your Issue Brief. Build upon your knowledge of the previously selected issue, policy, or practice by conducting an in-depth interview with a subject expert and/ or authority figure, hence the term knowledgeable. Interview questions fall within your purview. The goal is to identify the true beliefs and practices of the individuals who will be interviewed (as it pertains to the selected issue, policy, or practice and the referenced literature).

You are required to reflect upon and summarize findings from the interview via an APA compliant, critical reflection paper (TNR / 12 point font, double-spaced, references, and title page) AND a narrated PowerPoint presentation (no more than 5 minutes in duration). You are
asked to upload the critical reflection paper to the designated folder in Blackboard by the end of Week 10. You are also asked to upload a narrated PowerPoint presentation to the designated Blog (see course Tools) in Blackboard by the close of Week 10. Both your paper and your PowerPoint presentation should include a summative description of the interview along with a brief, reflective commentary. Further, they should demonstrate what you have learned about the selected issue, policy, or practice. Both submissions should include answers to most of the following questions and others (as deemed appropriate):

-What insights did you gain?
-What did you expect and not expect to hear?
-Did the interviewee say anything that surprised you?
-How does the literature (if any) you reviewed for your issue brief connect with information gleaned from the interview?
-Which course readings did you see evidence of in the interviewee’s responses?
-What other issues emerged from the interview?
-How will this experience change or not change your practices and understanding of higher education?
-What will you do the same or differently?
-Will this experience have an impact on your career choices?

B. Assessment Weights & Procedures
Course grades will be based on the following activities and assignments: Interactive Dialogue, Participation, and Discussion (10%); Pressing Issues in American Higher Education Brief (10%); Mid-Term and Final Exams (50%); and Critical Issues Interview Paper & Presentation (30%).

Completion of class and module activities, written assignments, and class discussions along with the quality and professionalism of work determine student achievement of the course objectives. All required assignments have a specific point value that corresponds to the assignment weight. Final grades will be computed from the accumulated point values using the following scale: A (95% - 100%); A- (93% - 94%); B+ (90% - 92%); B (84% - 89%); B- (82% - 83%); C+ (80% - 81%); C (74% - 79%); C- (71% - 73%); D (63% - 70%); F (0 - 62%).

C. Instructional Strategies
The course may include lectures, seminar style-class discussions (i.e., virtual and in-class), cooperative learning activities, and guest speakers.

D. Attendance Policy
Attendance and participation in class are expected. Students must notify the instructor in advance of an absence or incident of tardiness via telephone or email to be eligible for consideration as an excused absence. Unexcused absences and unexcused incidents of tardiness are those in which the instructor does not receive notice from the student in advance. Unexcused absences and incidents of tardiness may result in the lowering of the final letter grade depending upon the nature and scope of the offense. Whether an excused or unexcused absence or tardiness, students are responsible for assignments and all in-class materials.
E. Access and Inclusion Policy Related to Students with Disabilities
It is the responsibility of any student with a disability, who requests a reasonable accommodation, to contact the Office of Student Disability Services (915-7128) / (638-0379 VP). Once a student contacts the Office of Student Disability Services, someone from that office will contact the instructor of this class. The instructor will then work with the student so that reasonable accommodations of any disability can be made.

VIII. SPECIAL CONSIDERATIONS
A. Recommended Reading & Resource List
There are many recommended readings and resources that will further enhance students’ knowledge of critical issues in higher education. Some readings and resources are available in Blackboard, and additional readings and resources will be introduced as the semester progresses. These additional readings and resources are not formal course requirements. They are provided as useful tools to facilitate students’ learning and scholarly development.

B. Academic Integrity and Honesty
Students are expected to follow the honor code as outlined in the current University policies: http://secure4.olemiss.edu/umpolicyopen/index.jsp. Academic dishonesty is taken seriously at The University of Mississippi. As such, plagiarism, as defined in the honor code, will not be tolerated. In order to preserve academic integrity and honesty, all course submissions will be submitted using Safe Assign in Blackboard. Honesty and fairness are essential elements of the academic environment. If either principle is diminished, the academic experience is devalued. As indicated in The Creed (http://dos.olemiss.edu/), every member of the University community is charged with upholding high standards of honesty and fairness in all academic matters. Any action that is contrary to these standards is subject to academic discipline, as are actions that are harmful to the facilities that support the academic environment. This includes all actions initiated within the online Blackboard portal, most especially the discussion fora.

C. Flexibility Clause
The aforementioned requirements, assignments, policies, and evaluation procedures are subject to changes or revisions. Students’ experiences and needs, as well as emerging knowledge, will be considered in modifying this course syllabus.