



MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

HIED 551: COLLEGE AND UNIVERSITY ENVIRONMENTS SPRING 2014

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Office Hours: Boyer Hall 101 (by appt.)

Course Dates: March 16, 2014 – May 10, 2014

Cell Phone: (717) 919-2819

Faculty Availability: I am available to address questions through Canvas message or e-mail, and I'm also glad to connect via telephone, Skype, and in person. I will host regular virtual "office hours", which will be posted in weekly announcements. I will check in on the course site one or more times each day throughout the week (unless otherwise notified) with the exception of Sunday. For course related questions (assignments, dates, expectations, etc.), please post on the General Course Discussion so that everyone can benefit from the clarification. I am committed to responding to all queries within 48 hours unless otherwise posted. For in person conversations, please contact me to set up an appointment. If you need to contact me by phone, please do so before 8:00 p.m.

Faculty Expectations of Students

Planning: Please review the entire course syllabus so you can plan ahead for assignments. Eight week long graduate courses move very quickly, and it's important that you look ahead in order to fulfill course expectations.

Announcements: At the beginning of each week, I will post an announcement that provides an overview of your requirements for that particular week. Please be sure to read the announcements every time you log in to the course. These will be updated regularly with important course information.

Asynchronous/Synchronous Learning: This course will require primarily asynchronous learning which means that students can work independently at their own pace within certain schedule constraints/limitations. Students will be required to participate in two synchronous learning experiences (face to face or via Adobe Connect) that will be scheduled during this eight week course. You should perform a systems check with student computer services prior to the first Adobe Connect session to be sure your equipment functions well.

Instructional Time: You should plan on spending an average of 5.25 hours per week reading and reviewing resources posted online as well as reading and responding to posts. This is roughly equivalent to classroom time. Additional time will be required for graduate level text reading and assignment completion.

Course Description: This course will introduce students to the complexity of college and university campuses and cultures. Theoretical concepts and empirical findings will be examined that help to describe today's diverse and emerging higher education settings and to explore strategies for enhancing educational environments. Students will explore higher education environments and their impact as well as the strategies for enhancing these environments to maximize student engagement for learning and development.

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Higher Education Program Goals

- 1) To equip leaders to transform various higher education contexts, including colleges/universities, professional associations, and higher education agencies.
- 2) To prepare practitioners to make effective, strategic, and innovative decisions to assure excellence in educational programs and mission-driven initiatives.
- 3) To develop scholars who advance the field of higher education and its contribution to society.
- 4) To nurture leaders with a professional identity rooted in the ethical and vocational sensibilities of the Christian tradition.

Course Objectives

- 1) Demonstrate the ability to assess and shape the college environment in order to meet the needs of students
- 2) Exhibit the capacity to assess questions of access and quality in order to achieve inclusiveness within higher education organizations as well as to advance reconciliation in and through higher education communities
- 3) Demonstrate knowledge of significant issues and trends in higher education, including understanding methods of identifying and evaluating contemporary developments
- 4) Advocate and model a holistic approach to the person in higher education settings

Required Textbooks

Parks, Sharon Daloz (2011). *Big Questions, Worthy Dreams: Mentoring Emerging Adults in their Search for Meaning, Purpose, and Faith*. San Francisco, CA: Jossey-Bass

Strange, C.C & Banning, J.H (2001). *Educating by Design: Creating Campus Learning Environments that Work*. San Francisco, CA: Jossey-Bass

Course Texts Available on Canvas

Course Requirements

Class Participation: The quality of the learning experience depends upon the participation of all individuals enrolled in this course. Students are expected to log into the course *three or more times a week*, prepared to demonstrate knowledge of course content, enlarge the circle of thoughtful questions, add new insights, and demonstrate capacity to thoughtfully apply concepts in educational practice.

Failing to log into the course site for an entire week is permissible but not advisable. In the event a student does not log into the course for a full week, s/he must make up all readings and assignments within the following week. An appropriate point value will be taken from the students' grade. A student who fails to log into the course for two or more weeks will automatically receive a failing grade. A student who fails to participate in two of the synchronous learning sessions will receive a 50% reduction in class participation.

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Discussions. A key component of this course is our weekly group discussions. One discussion will be posted each week, and students will be expected to contribute to the dialogue between Tuesday and Saturday of each week.

Each week, two or three students will be assigned as “dialogue leaders” and will be required to offer an initial post to a predetermined discussion thread. These initial posts must be completed by Tuesday at 12:00 p.m. (noon), in order to allow the rest of the class sufficient time to respond. The rest of the class will be required to write and post *three* responses over the course of the week. Students have the freedom to respond to either of the initial posts. The dialogue leaders must respond twice during the remainder of the week to comments contributed to the thread they began. In short, for weeks that you are a dialogue leader you have three posts (one initial thread and two responding to comments in that thread). For all other weeks, you have the freedom to respond to any post/thread and must respond three or more times.

In terms of specific discussion expectations, posts should be between 200 and 250 words, and must include specific references (including citations) to the weekly readings. All posts should demonstrate a clear comprehension of the material as well as be reflective and insightful. Posts should be coherent, theoretically informed, and link theory to practice. Postings with extended descriptions of personal opinion and individual experience that are ungrounded in course texts do not fit these criteria. All posts should follow APA style for in text citations. Texts that are referenced other than course texts should also have an APA formatted reference at the conclusion of the post. All posts should be grammatically correct and free of typographical errors. Prior to posting, review the question or the responses that others have posted. When responding to another’s posts, summarize their initial idea. Be sure to state your position clearly, offer a rationale for your position, and support your point with evidence. Take the necessary time to reflect on what you’ve read and discussed before you prepare your responses.

This is a *minimum* standard for participation. Students who respond particularly thoughtfully, post meaningfully to more than the required number, and/or incorporate outside sources into their posts will receive higher grades. Grading for this assignment will be influenced by the following: understanding and analysis of the readings, responses to other students that contribute to a better understanding of course materials, facilitating further conversation, and introducing relevant outside sources. Each weekly discussion is worth 30 points (for a total of 240 points for the course). Discussions that meet minimum requirements will receive 27 points. (Note: meeting minimum expectations will not result in maximum points). Due Weekly in Canvas Discussions (Course Objectives 1 – 4)

Environmental Assessment Paper: This assignment is intended to synthesize knowledge of the four environmental perspectives (physical, human aggregate, structural/organizational, and perceptual/constructed) addressed in the course. Students will provide a one page summary of *one* of the theoretical perspectives for studying campus environments and analyze a specific college or university environment using that perspective. This should be an environment with which you are very familiar. This assignment should be no more 4 pages and include 6 to 8 citations. Readings from this course can form the basis for the majority of citations, but at least two additional citations relevant to the topic or specific higher education setting (e.g. college catalogue, website) chosen should also be included. Due in Canvas by Saturday, April 5st by 11:59 p.m. (Course Objectives 1,4)

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Transforming Campus Environments Proposal (TCEP): Extending from the ideas generated by course texts, each participant will complete a comprehensive grant proposal in response to a Request for Proposals (RFP). You will need to clearly identify the need for your educational initiative, develop educational outcomes both for student learning and environmental ethos, identify assessment indicators, develop a budget, and document necessary resources for completing your project. The aim of your initiative is to influence the educational environment of a particular fictional university toward a particular outcome. As such, your initiative will include one or more focused interventions. Your initiative might involve a professional/faculty development program, a curricular reform, and/or a co-curricular program. The initiative may be directed to a campus sub-population or to the campus as a whole. This assignment should be contextualized within one particular campus environment (I recommend you fictionalize the institution used in your Environmental Assessment Paper). Your final proposal should be 18-20 pages and should cite twenty or more references. This project is a major endeavor; the assignment will be completed in parts and also submitted in final form. The project overall is worth 60% of your total course grade. (Course Objectives 1-4). The assignment elements will be submitted in Canvas according to the following schedule:

Institutional Narrative	Week 4 (Saturday, April 12)
Program Description/Rationale/Learning Outcomes/ Literature Review	Week 5 (Saturday, April 19)
Program Design/Assessment Indicators/Budget	Week 6 (Saturday, April 26)
Final Submission (with cover letter)	Week 8 (Saturday, May 10)

Grading

Method	Total Points	% of Total
Discussions (8 x 30) pts	240	15%
Environment Assessment Paper	100	15%
Transformative Environments Grant Proposal (TCEP) Institutional Narrative	100	10%
TCEP Program Description/Rationale/Learning Outcomes/Literature Review	100	15%
TCEP Program Design/Assessment Indicators/ Budget and Related Narrative	100	15%
TCEP Final Submission	100	20%
Class Participation	100	10%
TOTAL		100%

Criteria for Grading Writing Assignments (all assignments except Dialogue Discussions)

- A/A-: Assignment is well-written with no errors (spelling, grammar, sentence clarity; citation form, etc.). Analysis is excellent and conclusions are well-supported. Paper demonstrates comprehensive understanding of the topic and familiarity with supporting sources (scholarly sources). Questions are fully and clearly addressed.
- B/B- Assignment is moderately well-written with few errors. Analysis is good and conclusions are supported. Paper demonstrates a correct understanding of topic and basic familiarity with most supporting sources (readings, discussion).

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- C Content shows either less than adequate familiarity with the topic or supporting sources, is not fully responsive to the question(s) asked, or is poorly written (major mistakes made).
- C- Any combination below the levels described above.

Course Grade Determination

At the completion of the course, students will receive a letter grade reflecting their overall performance. Letter grades will be awarded according to the existing policies of the Graduate School at Messiah College. The final course grade will be computed according to the total number of points earned for all assignments as shown by percentage of points earned:

A	93-100%	B-	80-82%
A-	90-92%	C+	77-79%
B+	87-89%	C	73-76%
B	83-86%	F	>76%

Course Policies:

Extra Credit: Extra credit is not awarded in this course.

Assignments – All assignments must be submitted through Canvas. Assignments are due by 11:59 pm on the date noted. A 5% deduction in the points available for each assignment will occur for each day an assignment is late (unexcused). Failure to complete any assignment by the end of the course could result in the student failing the whole course. The instructor will read and critically assess students' assignments, grade the assignment, and provide feedback within one week). Students may ask for clarification about a grade through email to the professor within one week of receiving the grade for any assignment. Students with questions or concerns about the grade assigned should contact the professor to set up a time to discuss the matter.

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Course Schedule

Week	Topic Assignment	Hours (# of weeks)		Objectives Met/Tasks
Week One: 3/16-3/ 22	Overview and Introductions Higher Education as Mentoring Environment	IT*	N-IT*	
	Read, Post and Respond in Icebreaker Discussion	1		1-4
	Read Parks Chapter 8, 9		3	
	Listen to Parks Podcast or Read Transcript (see Module Week One)	1		
	Read, Post, and Respond in Discussion 1	3		1-4
	Review Syllabus (including Request for Proposals) and Ask Clarifying Questions	.5		
Week Two: 3/23 – 3/29	Role and Type of Higher Education Environments; Physical and Aggregate Environments			
	Read Strange & Banning, Part One Introduction, Chapters 1,2		3	1-3
	Read, Post and Respond in Discussion 2	3		1, 4
	<i>Communicate Site for Environmental Assessment</i>	.5	2	1,2,4
Week Three: 3/30 – 4/5	Role and Type of Higher Education Environments: Organizational and Constructed Learning Environments			
	Read Strange & Banning, Chapters 3,4		3	
	Read, Post and Respond in Discussion 3	3		1,4
	<i>Submit Environmental Assessment</i>		4+	1-3
Week Four 4/6 –4/12	Casting the Imagination—Institutional Aims in Social Context			
	Read <i>A Crucible Moment</i> (pp. 1-70)		3	1-3
	Read, Post and Respond in Discussion 4	3		1,4
	<i>Participate in RFP Brainstorming Conference (Synchronous Learning Session)</i>	1.5		
	<i>Submit Institutional Narrative (TCEP)</i>		2+	1-4
Week Five: 4/13 – 4/19	Communities of Imagination—Institutional Aims in Personal Context			

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	Read Parks, Preface, Chapters 1, 2		3	
	Read, Post and Respond in Discussion 5	3		1,4
	<i>Peer Critique of Program Description/Rationale/Learning Outcomes/Literature Review</i>	2		
	<i>Submit Program Description/Rationale/Learning Outcomes/Literature Review (TCEP)</i>		4+	1-4
Week Six: 4/20 – 4/26	Colleges In and Against Culture			
	Read Parks Chapter 10		3	
	Read, Post and Respond in Discussion 6	3		1,4
	<i>Submit Program Design/Assessment Indicators/Budget and related Narrative (TCEP)</i>		5+	
	<i>Instructor Critique TCEP</i>	2		
Week Seven: 4/27 – 5/3	Creating Effective Educational Environments			
	Read Strange & Banning, Chapter 7, 9		2	
	Read Bogue Chapter		2	
	Review Powerpoint: Educational Community	2		1-4
	Read, Post and Respond in Discussion 7	3		1-4
Week Eight: 5/4 – 5/10	Transforming Higher Education Institutions			
	Post TCEP Cover Letter	1		
	Read, Post and Respond in Discussion 8	3		1,4
	Attend Synchronous Learning Session (One of 3 options)	2		
	<i>Submit Grant Proposal Assignment Final (TCEP)</i>		10+	

Course Expectations and Resources
Academic Integrity

The Academic Integrity Policy for graduate students is found in the [Graduate Student Handbook](#). Primary responsibility for knowledge of and compliance with this policy rests with the student.

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Americans with Disabilities Act

Any student whose disability falls within ADA guidelines should inform the instructor at the beginning of the semester of any special accommodations or equipment needs necessary to complete the requirements for this course. Students must register documentation with the Office of Disability Services. Contact DisabilityServices@messiah.edu, (717) 796-5382.

Library and Librarian Assistance

The Library is a primary source of information for research, presentations and projects. Currently, Beth Mark is the specific library liaison assigned to the education disciplines. Although any librarian is trained and prepared to assist you, Beth works specifically with education and is most familiar with the resources and databases that relate to this field. Do not hesitate to contact her if you are having trouble locating specific sources for your assignments, as she is more than willing to help you. For her specific work schedule, contact her directly at BMark@messiah.edu or by calling ext. (717) 796-1800, ext. 3590.

Writing Center

The Writing Center is available to any graduate student who has a desire to improve his/her writing. The role of the center is to provide feedback on written work. Feedback alerts you to the kinds of errors you are making, lets you know when something is not clear, and suggests that you have not fully supported an argument. Feedback does not involve editing your document (e.g. correcting grammatical errors, rewriting sentences, or providing specific points to support your argument). Ultimately, it is your responsibility to find and use the resources you need to improve your writing but connecting with our Writing Center, either online or face-to-face, is a good place to start.

Technology

Student technology recommendations, including specific hardware and software recommendations, are found on the [Information Technology Services](#) website. These guidelines have been put in place to equip you for an optimal technological experience in our online programs. Technological support is available to all students during the days and times listed on the Information Technology Services homepage. Students also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and through the Canvas Learning Management System (LMS).

Statement of Copyright Protection

The materials on our course Canvas site are only for the use of students enrolled in this course for purposes associated with this course and may not be retained or further disseminated.

Statement of Confidentiality

Students may be asked to post written work and to engage in written dialogue with other class members within an LMS. The student should be aware that although confidentiality within the course environment is encouraged, it is possible that users in and outside the course may have access to course content.