



MASTER OF ARTS IN HIGHER EDUCATION PROGRAM

HIED 514: Equity Issues in Higher Education EARLY FALL 2014

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Course Dates: Aug 24 – Oct 18, 2014
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Course Description: This course examines equity and excellence in institutions of higher education. Students explore various theories and practices utilized to reach and sustain an academy that effectively serves both a diverse body of learners and the diverse society of which colleges and universities are a part. While this course primarily focuses on higher education systems in the United States, some global strategies are reviewed and discussed.

Faculty Availability: I enjoy the opportunity to connect with students. I am available to address questions through Canvas message or e-mail. I'm also glad to connect via telephone and in person. I will host regular "office hours" through the Canvas conference function. These hours will be posted in weekly announcements. 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. I will check in on the course site one or more times each day throughout the week, with the exception of Sunday (unless otherwise notified). For course related questions (assignments, dates, expectations, etc.), please post them on the General Course Discussion so that everyone can benefit from the clarification. If you would like to connect on individual matters, please contact me through my e-mail account. I am committed to responding to all queries within 24 hours throughout the workweek.

Faculty Expectations of Students:

Weekly Schedule: I will post announcements each week noting requirements for the week ahead. Please also read through the entire course schedule in advance. This will help you see each week's content within a larger context as well as plan ahead for course assignments.

Announcements: Please be sure to read the announcements, which will be updated regularly with important course information.

Instructional Time: Students will spend an average of 5.25 hours per week reviewing PowerPoints, viewing videos, originating and responding to posts online in the discussion, as well as in real time class meetings. This is referred to as Instructional Time (IT), or the rough equivalent of classroom time. The 42 hour IT minimum per course is mandated by the Pennsylvania Department of Education. Additional time will be required for reading texts, conducting research, completing projects, and writing papers commensurate with graduate level study.

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Resources: You will access class content through the Canvas Learning Management System (LMS).

Asynchronous/Synchronous learning: This course is presented primarily via asynchronous learning, which means you can work independently within defined parameters. However, students are required to attend two synchronous learning experiences of the four sessions that will be available.

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. By the completion of this course, students will be able to:

- 1) Identify key issues related to addressing opportunities for diverse populations in and through higher education. (1b)
- 2) Develop an increased understanding and appreciation of different perspectives on educational issues, including the connections between equity and excellence. (1b)
- 3) Analyze and apply prominent theories and practices relevant to educating a diverse population, including the design and implementation of effective educational programs and services on college and university campuses. (1e)
- 4) Exhibit the capacity to assess questions of access and quality in order to achieve equity within higher education organizations and to advance policy and practice toward achieving inclusive campus climates and educational programs. (1e)
- 5) Demonstrate competency with research and written communication necessary for advancing reconciliation in and through higher education communities. (3d)

Required Texts:

Ortiz, A.M. and S.J. Santos (2009). *Ethnicity in college: Advancing theory and improving diversity practices on campus*. Sterling, VA: Stylus.

Smith, D. (2009). *Diversity's promise for higher education: Making in work*. Baltimore, MD: The Johns Hopkins University Press.

“Dartmouth Narratives”. A Messiah College Course Reader electronically published on Canvas.

Additional texts as posted on Canvas.

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Course Requirements:

Class Engagement: The quality of the learning experiences depends upon the participation of all individuals enrolled in this course. Students are expected to log into the course site *three or more times a week*, prepared to demonstrate knowledge of course content, enlarge the circle of good questions in our dialogue, and add new insights.

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' class engagement 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 the required synchronous learning sessions will receive a substantive reduction in class engagement grade.

Discussions. A key component of this course is our weekly group discussions. One question or activity will be posted by 11:00 a.m. every Monday. Students will be expected to post an *original response* to the question by midnight on Wednesday of the week and *two follow up responses* to another two participants by Friday of that same week. Original responses are to be between 150 and 200 words and must include references to the weekly readings. Response postings need to be between 100-150 words. All postings should demonstrate a clear comprehension of the material as well as be reflective and insightful. Prior to posting, review the question or the responses that others have posted. When responding to others' posts, summarize their initial idea. Take the necessary time to reflect on what you've read and discussed before you prepare your responses.

Postings should be coherent, theoretically informed, and link theory to practice. Postings with extended descriptions of personal opinion and personal experience 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 which requires editing before the post is submitted.

This is a *minimum* standard for participation. Students who respond particularly thoughtfully, respond meaningfully to more than two participants, and/or incorporate outside readings into their responses 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 discussion is worth 30 points for a total of 240 points. Discussions that meet minimum requirements will receive 27 points. Please note that meeting minimum expectations will not result in maximum points. (Course Objectives 1 – 5)
Due Weekly every Wednesday and Friday.

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Narrative Analysis Essay: You will compose an essay that synthesizes and analyzes the Dartmouth Narratives in light of the ethnic identity theories we consider. Use course discussion and texts to identify a key question/theme/thesis that you see represented across this set of texts, articulate how each text connects to the central idea you have formulated, and identify how these texts typify or challenge ethnic identity theories. To support your argument, you should include “specific examples and related quotations” from three or more of the narratives themselves as well as four or more references from our courses texts (Smith; Ortiz and Santos). Your analysis should conclude with one or more generative educational practices that should be adopted if a college were to serve these students well. Essentially, imagine that these Dartmouth students were your students. What aspects of ethnic identity development are they facing? How are educators helping and/or blocking their personal and academic development? How does the institutional climate support and/or hinder their personal and academic development? What educational intervention do you recommend if your institution were to better serve these students? Your narrative essay should be between five (5) and six (6) pages. (Course Objectives 2, 3, and 4). ***Due Saturday, September 20th, 11:59 p.m.***

Academic Book Review: You will compose an academic book review of one scholarly text of your choice (with instructor approval). Texts selected should be current, generally written within the last five years. I recommend that you choose a text related to your area of specialization (e.g. academic support, leadership development, athletics, enrollment management) that specifically addresses matters of race/ethnicity, gender, disability, and/or sexual orientation.

The purpose of an academic book review is to evaluate the arguments of a book rather than repeat information readily available online. In other words, it should *not* simply be a chapter-by-chapter summary of a text, but rather a critical discussion of its thesis, structure, context, and style that places the text within the context of scholarly literature. Some themes to consider while writing this book review include:

- The author’s thesis and an analysis of how and whether the thesis is persuasive
- The coherence and clarity of the author’s presentation
- The soundness, accuracy, and thoroughness of the scholarship
- The effectiveness of the writing style and organization of the book
- The book’s relevance within and contribution a field or body of literature
- The implications of the book for an area of educational practice.
- The lessons offered by the text regarding achieving equity and excellence in higher education
- The review should clearly indicate whether or not the text is recommended reading, and if so, which audience(s) would find the the book most appropriate or useful

Reviews should be well written, lively, and engaging. Your book review should be between three and four double-spaced pages, should be of publishable quality, and prepared for submission for a reputable higher education journal, such as the *Journal of College Student Development*, *Journal of Higher Education*, *Journal of Intercollegiate Sport*, *Christian Scholar’s Review*, or *Growth* (Course Objective 5). ***Due Saturday, October 4th, 11:59 p.m.***

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Academic Opinions Essay. This assignment requires you to craft an opinions essay related to equity and excellence in higher education. Your essay should address a matter of consequence within higher education as well as engage the current higher education conversation. In order to craft your essay within a larger conversation, you'll need to pay close attention to higher education (Inside Higher Education; The Chronicle) and popular news (Time, Newsweek) literature. This is an opportunity to address a question of meaning for you and to consider how you might shape public opinion regarding that issue. I recommend that you choose a topic related to your intended specialization. This essay should be limited to 750 words, should reference one or more academic texts, and be suitable for publication. This assignment will include a peer review as well as sharing of your final opinions essay with the full class. (Course Learning Objective 4). ***Rough draft due to assigned peer review partner on Wednesday, October 8th at 11:59 p.m. Final Draft Due Saturday, October 18th at 11:59 p.m.***

Grading:

Method	Total Points	% of Total
Engagement	100	10%
Discussions	240	20%
Narrative Analysis Essay	100	25%
Academic Book Review	100	25%
Academic Opinions Essay	100	20%
TOTAL	600	100%

Writing Assignment Expectations:

- a. Criteria: All assignments will be graded on creativity and clarity of ideas, coherence and organization, and mechanics (spelling, syntax, format, documentation).
 - A/A-: Assignment is well-written with no errors. Analysis is excellent and conclusions are well-supported. Paper demonstrates comprehensive understanding of the topic and familiarity with supporting sources (readings, discussion). 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).
 - C Content shows either less than correct 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.

- b. Formats: All papers must be submitted typed; format should be double-spaced using a 12-point font with one-inch margins on each side.

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- c. Citation Guidelines: Your assignments should conform to citation guidelines of the American Psychological Association (APA).

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.

Late Assignments – All assignments are due at intentional times. If you cannot complete an assignment on time, please contact me in advance. If you do not complete an assignment on time and do not contact me, you will receive a zero for the assignment. Except in unique circumstances, all late assignments will receive an appropriate point deduction.

Returned Assignments – All assignments will be returned to the student within one week of submission for review of the assigned grade. A grade and professor comments will be attached to each assignment. If questions arise about the grade assigned it is up to the student to contact the professor and set up a time to discuss the grade. Students may also ask for clarification about a grade through email to the professor within three days of receiving the grade for any assignment.

Course Schedule:

Week	Topic Assignment	Hours* (# of weeks)	
One 8/24-8/30	Equity in Higher Education: Belonging, Identity, and Community	IT*	N-IT
	Syllabus Review and Clarification	1	.5
	Class Introduction Activity—I Am From	1.5	
	Read Ortiz and Santos: Ch. One (1-20), Ch. Two (21-37 only)		4.0
	Watch Strayhorn Lecture	1.0	
	Read, Post and Respond in Discussion 1	2.0	
Two 8/31- 9/6	Racial/Ethnic Diversity and the College Student Experience		
	Read Ortiz and Santos: Ch. Three (62-98) and Ch. Four (98-129)		4.0
	Read and Analyze Lee, Christine, and Rahim in Dartmouth Narratives		2.0

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	Submit Book Title and brief rationale for Review Assignment Approval by Sat 11:59p.m.	.5	
	Read, Post, and Respond in Discussion 2	2.0	
Three 9/7 – 9/13	Racial/Ethnic Diversity and the College Student Experience		
	Read Ortiz and Santos: Ch. Five (130-194)		2.0
	Read and Analyze Bennett and Melendez Dartmouth Narratives		2.0
	Read, Post and Respond in Discussion 3	2.0	
Four 9/14– 9/20	Racial/Ethnic Diversity and the College Student Experience		
	Read Ortiz & Santos: Chapter Six (195-247)		3.0
	Watch Wise Lecture	1.0	
	Listen to Messiah Narrative Podcasts	1.5	
	Submit <i>Narrative Analysis Essay</i> in Assignments Tab by Saturday at 11:59pm		4.0+
	Attend Synchronous Learning Session	2.0	
	Read, Post and Respond in Discussion 4	2.0	
Five 9/21– 9/27	Why Diversity Matters/Intersectionality		
	Read Smith Part One: Ch. One (3-19), Ch Two (20-44)		2.0
	Watch The Intersection of Race, Gender, Ethnicity in Resources Tab	1.5	
	Read, Post and Respond in Discussion 5	2.0	
Six 9/28 – 10/4	Framing Diversity		
	Read Smith Part Two: Ch 3 (47-79); Ch 4 (80-133)		3
	Review Powerpoint “Inclusive Excellence”	1.0	
	Watch Inclusive Excellence video	2.0	
	Submit Analytical Book Review to Assignments by Saturday at 11:59pm		4.0+
	Read, Post and Respond in Discussion 6	2.0	
Seven 10/5 – 10/11	Building Capacity for Inclusive Excellence		
	Read Smith: Ch Six (177-195) and Ch. Seven (196-226)		3.0
	Review Institutional Change Models on Resources Tab	1.0	
	Submit Opinions Essay DRAFT to Assigned Review Partner via Canvas message by Wednesday at 11:59pm	1.0	3.0+
	Review Strategic Change recording	2.0	
	Read, Post and Respond in Discussion 7	2.0	
Eight 10/12 – 10/18			
	Read Smith: Ch Eight (229-253) and Ch Nine (254-271)		3.0
	Attend Required Synchronous Learning Session	2.0	
	Submit Opinions Essay in Assignments Tab by Saturday at 11:59pm		3.0+
	Read, Post and Respond in Discussion 8	2.0	
	Complete Course Evaluations (IDEA and Learning Objective Reflections)	1.0	

*On-line course equivalency

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Course Expectations: Integrity, Engagement, and Preparation**I. Academic Integrity**

Personal integrity is a behavioral expectation for all members of the Messiah community: administration, faculty, staff, and students. Violations of academic integrity are not consistent with the community standards of Messiah College. These violations include:

Plagiarism. Submitting as one's own work part or all of any assignment (oral or written) which is copied, paraphrased, or purchased from another source, including on-line sources, without the proper acknowledgment of that source. Examples: failing to cite a reference, failing to use quotation marks where appropriate, misrepresenting another's work as your own, etc.

Cheating. Attempting to use or using unauthorized material or study aids for personal assistance in examinations or other academic work. Examples: using a cheat sheet, altering a graded exam, looking at a peer's exam, having someone else take the exam for you, using any kind of electronic mobile or storage devices (such as cell phones, PDAs, Blackberry, iPods, iPhones, Flashdrives, DVDs, CDs), communicating via email, IM, or text messaging during an exam, using the internet, sniffers, spyware or other software to retrieve information or other students' answers, purposely disconnecting from the internet to cause a lock on an online exam, etc.

Fabrication. Submitting altered or contrived information in any academic exercise. Examples: falsifying sources and/or data, etc.

Misrepresentation of Academic Records. Tampering with any portion of a student's record. Example: forging a signature on a registration form or change of grade form on paper or via electronic means.

Facilitating Academic Dishonesty. Helping another individual violate this policy. Examples: working together on an assignment where collaboration is not allowed, doing work for another student, allowing one's own work to be copied.

Computer Offenses. Altering or damaging computer programs without permission. Examples: software piracy, constructing viruses, introducing viruses into a system, copying copyrighted programs, etc.

Unfair Advantage. Attempting to gain advantage over fellow students in an academic exercise. Examples: lying about the need for an extension on a paper, destroying or removing library materials, having someone else participate in your place, etc.

Penalties for Violations of the Academic Integrity Policy - A faculty member may exercise broad discretion when responding to violations of the Academic Integrity Policy. The range of responses may include failure of the course to a grade reduction of the given assignment. The typical consequence for violations will be failure of the assignment. Some examples of serious

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offenses which might necessitate the penalty of the failure of the course include cheating on an examination, plagiarism of a complete assignment, etc.

The academic integrity policy in its entirety can be found in the student handbook and should be reviewed by every student, as the primary responsibility for knowledge of and compliance with this policy rests with the student.

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 an obvious source of information for research, presentations and projects. Currently, Beth Mark is the 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.

Minimum Hardware and Software Requirements

- Internet Connection: High speed or Broadband required; Satellite Broadband not recommended due to conflicts with synchronous software; Air cards may not be used
- Browser:
 - Mozilla Firefox 3.0 or higher (required)
- Operating System Version:
 - Windows® XP (recommended), or
 - Windows® Vista, or
 - Windows® 7, or
 - MAC OS 10.4 or higher
- Processor (CPU):
 - Desktop Processor (CPU): Pentium 4 at 3.0 GHz or faster or
 - Laptop Processor (CPU): Centrino (or Centrino Duo) 1.5 GHz or faster
- Memory (RAM):
 - Windows® XP: 512 MB or more; or
 - Windows® Vista: 1024 MB or more; or
 - MAC OS: 1024 MB or more
- Hard Disk Space: 40 GB or more of free space
- CD-ROM CD-RW drive (DVD or combo drive helpful)
- Any Office Suite:
 - MS Office 2007 or newer, OpenOffice 3.1, or Google Docs
- Webcam and headset (no speakers)

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Minimum Computer Skills Requirements

Students must possess basic computer skills and have regular access to a computer with the Minimum System Requirements in order to participate fully. Specifically, students who enroll in an online course must have basic computer skills including:

- A working knowledge of word processing
- Navigate the internet using different search engines
- Email (Compose, Attach, Send, Read)
- Utilize Microsoft Office programs (Word & PowerPoint)
- Copy and Paste

Computer Support:

For your convenience, while you are taking an online course, “real person” assistance will be available in "real time" if a technological problem arises. Help is available 8:00 a.m. to 11:00 p.m., Eastern Standard Time, seven days a week, by the College’s Information and Technology Services staff.

Weekdays – 8:00 am to 5:00 pm Mon. to Fri.

- Via instant messaging (IM) @ SCS5901
- By phone at (717) 796-1800, ext 5901
- Or via email at bthompso@messiah.edu or ResNet@Messiah.edu

Evenings and Weekends – 5 pm to 11 pm Mon. to Fri. and 8 am to 11 pm Sat. and Sun.

- By phone at (717) 796-1800, ext 3333

You will also have access to technical support (i.e. tutorials, help functions, etc.) through the College's portal, MCSquare, and also through the College's Learning Management System, Canvas.

Statement of Copyright Protection

The materials on this course web 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 in Online Courses will be asked to post written work and to engage in written dialog with other class members. 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.