

**University of Massachusetts Lowell
Graduate School of Education**

**Diversity in Higher Education
08.660-201
Spring 2012**

**Professor: Dr. James Kohl
Office: Dean of Students Office, Cumnock Hall
Office Hours: By Appointment (call 2101 to schedule)**

Email: james.kohl@uml.edu

Time and Place: Tuesdays at 4:00-6:30 pm, Kitson 308

Conceptual Framework:

University of Massachusetts Lowell, Graduate School of Education

A theme entitled “Education for Transformation” provides a conceptual framework that unifies programs at the Graduate School of Education. The mission of the University of Massachusetts Lowell is to meet the needs of the Commonwealth today and into the future by supporting the development of sustainable technologies and communities through its teaching, research, scholarship and engagement. The Graduate School of Education (GSE) contributes to this mission by educating new teachers and enhancing the professional development of those already in the field so that they may assume leadership roles focuses on transforming the lives of children and the vitality of the region.

The GSE’s commitment to “Education for Transformation” produces graduates who:

- Demonstrate excellent knowledge, judgment and skills in their professional fields.
- Promote equity of educational opportunity for all learners.
- Collaborate with other educators, parents and community representatives to support educational excellence.
- Use inquiry and research to address educational challenges.

Course Description:

The Diversity in Higher Education Course will provide students with an understanding of historical and current state of the representation of individuals, particularly students and faculty, from diverse backgrounds in institutions of higher education. This course will expose students to critical policy and cultural advances effecting access to higher education, the impact of diversity on higher education communities and benefits to the educational experience, and a deep exploration of the impact of access to and success in higher education on the future of individuals and groups.

Learning Objectives:

Upon meeting all course requirements, *the student should:*

- Develop an understanding of the history of diversity and the current state of access in American higher education
- Have a deeper understanding of the experiences of “Dominant and Non-Dominant” students, and the effect of diverse learning environments on the student outcomes
- Begin to develop an understanding of implications for higher education and generate ideas for addressing those implications

Required Textbooks:

Harper, S.R. & Hurtado, S. (2011). *Racial & Ethnic Diversity in Higher Education* (3rd ed.). ASHE Reader Series. Boston: Pearson Learning Solutions.
ISBN-13: 978-0-558-84857-6

Rendon, L.I. & Hope, R.O. (1996). *Educating A New Majority: Transforming America’s Educational System*. New York: Jossey-Bass.
ISBN: 0-7879-0130-X

Ryu, M. (2010). *Minorities in Higher Education: 24th Status Report*. Washington, D.C.: American Council on Education.
www.acenet.edu : Product #: 312514

Suggested Textbooks:

Harper, S.R & Quaye, S.J. (2009). *Student Engagement in Higher Education: Theoretical Perspectives and Practical Approaches for Diverse Populations*. New York: Routledge.
ISBN: 978-0-415-98851-3

Pascarella, E.T. & Terenzini, P.T. (2005). *How College Affects Students: A Third Decade of Research*. San Francisco: Jossey-Bass.
ISBN: 0-7879-1044-9

Required E-mail:

Students are expected to use their UMass Lowell e-mail accounts or to have their UMass Lowell accounts forwarded to a personal account. Class information and reminders will be sent via e-mail using UMass Lowell student e-mail addresses.

Electronic Devices:

While class is in session, students are **REQUIRED** to have all electronic devices turned **OFF**. Devices used in class are subject to confiscation by the instructor until the end of class. The use of electronic devices during class time can result a grade of Unsatisfactory for that day’s participation and classroom behavior.

Academic Dishonesty:

“Academic dishonesty is prohibited in all programs of the University.” This includes plagiarism, which is “representing the words or ideas of another as one's own work in any academic exercise.” <www.uml.edu/catalog/undergraduate/policies/academic_dishonesty.htm> [Accessed 8.27.09]

APA Format:

All papers must be formatted according to the American Psychological Association's (APA) Guidelines.

Grading

This three-credit course is graded on a 4 pt scale. Although specific rubrics will be applied to assignments, the overall grading system for courses is based on the system below. The University of Massachusetts Lowell uses the A+ to B system for graduate standard work.

Grade	GPA	Suggested Point Structure	General Explanatory Comments
A+	4	4.00-3.96	Work of the highest professional standard demonstrating independent and exemplary performance
A	4	3.95-3.85	Excellent work demonstrating independent and high quality performance
A-	3.7	3.84-3.60	Very Good work, carefully executed, but requiring some areas of improvement.
B+	3.3	3.59-3.15	Good work, indicating careful thought and attention to the task, yet requiring several areas of improvement.
B	3	3.14-2.85	Work of graduate standard, but omissions exist or careful analysis is not in evidence.

BELOW GRADUATE STANDARD

Grade	GPA	Suggested Point Structure	General Explanatory Comments
B-	2.7	2.84-2.50	Effort is evident, but work indicates lack of understanding of the demands of the task
C+	2.3	2.49-2.25	Poor quality work with little attention to detail and the demands of the task.
C-	2	2.24-2.00	Work of very poor quality, indicating no understanding of the depth of analysis required.
F	0	Below 2.00	Serious neglect or evidence of cheating.

Attendance:

Attendance in the course is mandatory. If you are unable to attend a class session you must contact me in advance. Excessive absence from scheduled course sessions may result in up to a 5 point reduction in your final grade.

Participation:

Each day, students are expected to:

- Come to class with their homework completed
- Contribute to all discussions
- Answer and ask questions where necessary
- Respect other classmates' opinions and ideas, and the issues presented by guests

Mid-Term Paper I:

Students will complete a 10-12 page research paper concerning an aspect of Higher Education Access as it pertains to the non-dominant identities of students. Students will discuss and finalize their topics with the professor in class on February 14.

Mid-Term Presentation:

Students will facilitate a 15-20 minute presentation during class on the topic of the Mid-Term Paper I. The presentation should include multi-media, guided interactive discussion, and an opportunity for questions and answers. The purpose of the presentation is to enhance and deepen your classmates understanding of your topic. In addition to the presentation, students must provide the rest of the class with their multi-media presentation as well as a 1 page executive summary.

Mid-Term Paper II:

Students will complete a 10-12 page research paper concerning the impact of diversity in the campus community, student, faculty and staff, on the student experience and success. Students will discuss and finalize their topics with the professor in class on March 6.

Final Paper:

Students will complete a 15-20 page research paper concerning a major topic in the area of diversity in higher education. This paper should include a statement of the problem, a review of the pertinent literature demonstrating the existence and magnitude of the problem, and proposed solution(s) to the problem supported by theory and evidence in research and literature.

Final Presentation:

Students will facilitate a 30-40 minute presentation during class on the topic of the Final Paper. The presentation should include multi-media, guided interactive discussion, and an opportunity for questions and answers. The purpose of the presentation is to enhance and deepen your classmates understanding of your topic. In addition to the presentation, students must provide the rest of the class with their multi-media presentation as well as a 1 page executive summary.

	<i>% of your final grade</i>
Attendance	5%
Daily Participation	5%
Mid-Term Paper I	20%
Mid-Term Presentation	10%
Mid-Term Paper II	20%
Final Paper	30%
Final Presentation	10%

Course Schedule

First week January 24, 2012 Introduction to the class	No assignment first class
Second week January 31, 2012 Demographic Trends in Higher Education	Reading: Minorities in Higher Education 24 th Annual Status Report Rendon & Hope (1996) Preface Rendon & Hope (1996) Ch. 4 & 20
Third week February 7, 2012 History and Policy	Readings: Harper & Hurtado (2011) Part I: Introduction and Ch. 1-8
Fourth week February 14, 2012 Access	Readings: Harper & Hurtado (2011) Part IV: Introduction and Ch. 38-44 & 46 Mid-Term Paper I Topics Due
Fifth week February 21, 2012 Experiences of Dominant/Non-Dominant Students: Part I	Readings: Harper & Hurtado (2011) Part II: Introduction and Ch. 9-11 & 13
Sixth week February 28, 2012 Experiences of Dominant/Non-Dominant Students: Part II	Readings: Harper & Hurtado (2011) Chapters 12 & 15 Mid-Term Paper I Due In Class
Seventh week March 6, 2012 Class Presentations	Class Presentations Mid-Term Paper II Topic Due
Eighth week March 13, 2012 Spring Break: No Class	No Assignment
Ninth week March 20, 2012 Diversity in the Faculty	Readings: Harper & Hurtado (2011) Part III: Introduction and Ch. 16-22 Rendon & Hope (1996) Chapter 14 Final Paper Topics Due
Tenth week March 27, 2012 Impact of Diversity on Student Experience/Success	Readings: Ch. 14 & 26
Eleventh week April 3, 2012 Impact of Diversity on Student Experience/Success	Readings: Pascarella & Terenzini (2005) pp. 130-132, 194-196, 309-317 & 361-362 Find one of primary sources listed in these readings and review Mid-Term Paper II Due In Class
Twelfth week April 10, 2012 Implications for Higher Education	Readings: Rendon & Hope (1996) Ch. 6-10 & 15
Thirteenth week April 17, 2012 Implications for Higher Education	Readings: Rendon & Hope (1996) Ch. 18 & 19 Harper & Hurtado (2011) Ch. 27-29 & 31-34

Fourteenth week April 24, 2012 Class Presentations	Class Presentations
Fifteenth week May 1, 2012 Class Presentations	Class Presentations Final Paper Due In Class

Note: Any and all changes in the course calendar and syllabus are at the discretion of the instructor. Should a change occur, the class will be notified via e-mail and/or in class.