

**Summer 2016**  
**Special Topics in College Student Affairs: Diverse Perspectives in Higher Education**  
**15:245:642:B1 (index# 05618)**

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Phone Number : (848) 932-0818	Office Location: GSE 309
Office Hours: By appointment	Prerequisites or other limitations: Open to all graduate students
Mode of Instruction: <input type="checkbox"/> Lecture <input type="checkbox"/> Seminar <input type="checkbox"/> Hybrid <input checked="" type="checkbox"/> Online <input type="checkbox"/> Other	Permission required: <input checked="" type="checkbox"/> No <input type="checkbox"/> Yes Directions about where to get permission numbers: contact instructor

“On one side there are those who view American education as an agent to conserve and socialize, an instrument of social control to perpetuate the culture and produce the next generation of citizens and workers. The outcome of this approach, however is usually to maintain an existing social and economic order. On the other side are people who view American education as a liberating agent, as an instrument of social change whereby the historically disadvantaged and the newcomer can obtain some measure of quality” (Hune, 1995, p. 325).

“At this moment, we do not come to work for the university, but to demand that the university work for our people” (Chicano Coordinating Council on Higher Education, 1969, p. 11).

Course description

We will examine scholarship in higher education in a variety of areas to create a complex understanding of the interplay between society and higher education. Our readings and class discussions will include an overview of various populations (e.g., low income, immigrants, minoritized students) and the experiences they have in college. To help us develop a critical eye, we will apply theories that challenge deficit thinking (e.g., critical race theory, resiliency, cultural wealth) and take a wholly different approach to thinking about what “the college experience” really can be all about.

Learning objectives

This course seeks to address the following ACPA/NASPA Professional Competencies, with examples of a few Tasks that may be addressed in assignments and class discussion:

- Equity, Diversity, and Inclusion
  - Integrate cultural knowledge with specific and relevant diverse issues on campus
  - Recognize social systems and their influence on people of diverse backgrounds

- History, Philosophy, and Values
  - Articulate the history of the inclusion and exclusion of people with a variety of identities in higher education
  - Explain the public role and societal benefits of student affairs and higher education generally
- Personal Foundations
  - Articulate awareness and understanding of one's attitudes, values, beliefs, assumptions, biases, and identity as it affects one's work with others; and take responsibility to develop personal cultural skills by participating in activities that challenge one's beliefs
  - Articulate meaningful goals for one's work

## Course expectations

### *Time Commitment*

This is an online course, hence there will be no class meetings. However, you should keep in mind that 3 credits for a 6 week class should result in you dedicating 16 hours/week. This time commitment includes reading, participating in class activities, and completing assignments.

### *Use of online resources and other media*

This online course will not be set to the style of a correspondence course, where the student receives their assignments and completes them on their own by set due dates. Rather, students will be expected to use several forms of technology to connect with classmates and engage in dialogue for the six-week class duration. You will be expected to use:

- Sakai for Forum postings and access to class materials
- GroupMe for text chats with the instructor and classmates
- YouTube
- Podcasts

### *Class format*

The course is formatted as an online graduate seminar. Students will facilitate and participate in discussions and activities as well as provide supplemental activities/media to enhance our learning. In order to prepare for each unit, students will do the following:

1. Complete assigned readings. Carefully read with the goal of understanding the material, being able to summarize each of the readings and consider how each reading adds to your understanding of higher education. You will seek out support to understand the readings by forming a study group and/or meeting with the instructor when needed.
2. Contribute to class discussions and activities. You will be ready to engage and be respectful of your classmates by being attentive to their comments.
3. Keep up with timeline in order to give timely comments and be engaged in discussions.

## Assignments

All assignments are due the day and time as stated on the syllabus. Any changes to these dates will be posted on Sakai in the "Announcements" section and assignment information. Carefully review the deadlines and mode of submission on the Assignments Guidelines section at the end of this syllabus. Please keep in mind the following:

- Written papers
  - You may ask for feedback on a draft. You must submit your paper to me no later than a week before the assignment is due via email. My feedback will be on the paper's content, organization, flow, and appropriateness of writing style, not editing for grammar, spelling, etc.
  - All papers need to be written in APA format. Refer to the APA 6<sup>th</sup> edition manual and the very good online resource, *APA Formatting and Style Guide* from the OWL at Purdue: <http://owl.english.purdue.edu/owl/resource/560/01/>. Adherence to APA is critical in ensuring appropriate citation of references you are using in all of your work.
- Late assignments
  - Late assignments will not be accepted without a written explanation that provides reasons to justify the tardiness of the paper, and proposed penalty (if applicable). I reserve the right to accept the paper or not and the grade penalty.
- Extensions
  - Extensions can be negotiated for legitimate reasons, not for poor time management. You should request in email no later than a week prior to the deadline, specifying the date you wish to submit the assignment and your reasons for your request. Requests submitted less than a week will not be considered unless there is a major, unexpected situation (e.g., debilitating accident).
- Incomplete grade
  - An incomplete grade must be negotiated prior to the end of the semester. An INC may only be considered if you have attended the minimum number of classes and have completed a substantial portion of the course during the semester.
- Accommodations
  - If you are registered with Disability Support Services and require accommodations, please make an appointment with me to go over your needs no later than the end of the first week of class. You will need to have your Letter of Accommodation. For more information, go to <http://disabilityservices.rutgers.edu/request.html>.
- Academic integrity
  - Appropriate citation is needed to avoid any issues of plagiarism and to ensure that you give credit where credit is due. As noted above, you should cite all sources using APA format. This citing is required in your papers, handouts, Powerpoints... basically anything you write for this class.
  - My personal code of ethics and university policy require me to report all violations of the Academic Integrity Policy. Refer to <http://academicintegrity.rutgers.edu/integrity.shtml> for the policy.

## Grading

Online class activities (11 x 6 points each).....	66 points
Assignment 1: Project literature review.....	14 points
Assignment 4: Final paper.....	20 points
<b>Total points</b>	<b>100</b>

### *Rutgers Graduate School of Education grading scale*

- A = 90 - 100 points
- B+ = 85 - 89
- B = 80 - 84
- C+ = 75 - 79
- C = 70 - 74
- F = below 70

## Summer 2016 Schedule

### *Online class activities (66 points total)*

There are 6 weeks in this course. Each week, you will receive your first assignment on Monday (due Wednesday), and the second assignment on Thursday (due Sunday). These activities will become live on Sakai for you to read, along with any resources and links to complete your work.

- You may not work ahead. Because we rely on interaction on discussion boards and other online tools, it would not work for you to post weeks ahead of your peers and not engage in class discussion at the same time frame as your classmates.
- If you have questions about technology, please post your questions to me and your class via GroupMe.
- Each activity will be worth 6 points. We will have 11 activities (2 per week, with one the last week), for a total of 66 points.
- The topics we will cover will include: deficiency frameworks, critical race theory, gender, social class, college choice, grit & resilience, and culturally relevant pedagogy.

### *Culturally Relevant Program (literature review 14 points + program 20 points)*

To make this course useful for your work with students, the final project will be a program plan that incorporates the topics, theories, and pedagogy we will cover in this course.

- Literature review: In order to most effectively work with your chosen population, you should learn about them. You will write a literature review that covers scholarship and best practices to inform your program. Rubric will be posted in Resources on Sakai. DUE: SUNDAY, JUNE 26
- Program: Based on the needs and interests of your population, you will develop a program that aims to achieve the learning outcomes you established, and embraces the critical perspective you have developed from this class that rejects deficiency frameworks, empowers, and is culturally relevant. Rubric will be posted in Resources page on Sakai. DUE: FRIDAY, JULY 8