



Northeastern University
College of Professional Studies

Graduate School of Education
Spring 2022 Course Syllabus

Course Information

Course Title: The Demographics of the New College Student

Course Number: EDU 6205

Credit Hour: 4 credit hours

Course Format: Online

Location: <https://canvas.northeastern.edu>

Instructor Information

Full Name: Mounira Morris, Ed.D.

Email Address: mo.morris@northeastern.edu

Office Hours: You may schedule an appointment via email.

Technical Requirements

Courses are available on Northeastern University's Canvas at the following link:

<http://canvas.northeastern.edu>. Canvas Technical support and resources including 24/7 phone (1-833-450-3937), and chat can be found on the help icon in Canvas. Northeastern Technical support can be accessed at 617-373-4357 (xHELP) or help@northeastern.edu.

Students are responsible for their access to the internet for purposes of this course and for research. Internet access is a required component of this course and will not be accepted as an excuse for missed work. If you know that you will be traveling, then make sure you plan accordingly.

Note regarding e-mail/voicemail: If you e-mail, please include your name and class title. Please allow up to 48 hours for an email reply. If you leave a voicemail, please remember to include your name, class title, and phone number.

Course Prerequisites

EDU 6051 Culture, Equity, Power and Influence

Course Description

This course offers students the opportunity to understand the changing demographics of who matriculates such as, first-generation college students, veterans, international students and adult

learners, to college. This course will also discuss strategies and theories for college student access and success.

Required Course Texts

- Quaye, S.J., Harper, S.R., & Pendakur, S.L. (2019). *Student engagement in higher education: Theoretical Perspectives and Practical Approaches for Diverse Student Populations* (3rd ed.). Routledge. ISBN-13: 978-0367002244.
- Additional readings posted in Canvas

Additional Recommended Resources:

- American Psychological Association. (2020). *Publication Manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association. ISBN-13: 978-1433832161
- RefWorks or EndNote – Software for managing references and bibliographies. (Available to you at no cost through MyNEU).
- Dropbox-Free online service that allows you to organize documents such as your literature review articles, drafts of papers, etc. www.dropbox.com

Program Learning Outcomes (PLOs) for the M.Ed. in Higher Education Administration

- **Inquiry:** Analyze problems in higher education and recommend innovative solutions grounded in historical awareness, applied theory and driven by data.
- **Intellectual Agility:** Identify local, national, and global disruptions and their impact on higher education policy and practice to participate in and lead change within the higher education sector.
- **Inclusive Action:** Integrate principles of diversity and inclusion into various functional areas within higher education.
- **Personal and Professional Effectiveness:** Engage in lifelong learning to continuously hone and improve skills, specifically in areas of technology proficiency and the ability interpret federal, state and institutional laws, regulations and policies to design and implement policies and procedures ensuring compliance.
- **Data Driven Decision-Making:** Apply key higher education competencies, such as budgeting, crisis management, collaboration, change agency, problem solving, technology literacy, and data-driven decision making, through experiential learning opportunities.

Course Learning Outcomes

Based on satisfactory completion of this course, a student should be able to:

- Demonstrate the impact of the changing demographics in higher education.
- Describe how diverse student populations experience college differently.
- Identify problems, evaluate solutions and provide theoretical-based recommendations.

Building your ePortfolio

As you progress through your M.Ed. Program, in each course you will incorporate one or more “signature assignments” into your ePortfolio (assignments are designated in the syllabus). The program and each of the concentrations have identified competencies that are essential to your success as education professionals. The ePortfolio provides evidence of your progress toward competencies and creates opportunities for improving your work in this regard.

Attendance Policy

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities during the unit, and complete written assignments for each unit during the time of that unit.

All students are working adults, and it is understood that there might be one week when active participation in ongoing class conversations and learning activities might be delayed.

Beyond one week time, if there is an absence or lateness in participation (1) faculty must be notified in advance; and (2) grades will be adjusted accordingly.

Policy on late work

Students must submit assignments by the deadline in the time zone noted in the syllabus.

Students must communicate with the faculty prior to the deadline if they anticipate work will be submitted late.

Work submitted late without prior communication with faculty will not be graded.

Faculty / Student Communications

Email communication: students can expect that emails will be answered within 48 hours (except on weekends if that was set out in the syllabus)

Phone and video conferences: students should be able to request a phone or video meeting in addition to timely email communication. Meetings should be available within 5 days of the communication, or as per office hours identified in the syllabus.

Course Methodology

Course Assignments: students can expect assignments are returned in a timely fashion, at minimum, graded assignment should be returned at least a week before the next graded written assignment is due. Written assignments should have reasonable written feedback in the body of the work, corresponding to the grade.

Grading/Evaluation Standards

All assignments including discussion board participation will be graded using rubrics provided to students via Canvas. The value of each assignment is designated below. Late work will not be accepted if the instructor is not notified prior to the due date. Assignments submitted up to 7 days past the due date will be graded for a maximum of half credit. After the 7 days assignments will not be graded unless arrangements have been made with the instructor. Discussion board postings cannot be made up. Please contact the instructor in advance if you anticipate you will not be able to participate in a discussion board.

Grade Scale

95-100%	A	87-89.9%	B+	77-79.9%	C+	69.9% or below F
		84-86.9%	B	74-76.9%	C	
90-94.9%	A-	80-83.9%	B-	70-73.9%	C-	

Grade Breakdown and Assignments:

Annotated Bibliography

This assignment entails selecting and developing a comprehensive annotated bibliography on an issue that has the potential for enhancing your understanding of your Signature Assignment. The annotation contains, 1) major themes or findings from your source, and 2) how the source will relate to your Signature Assignment. Requirements for this assignment include ten (10), external sources (dissertations or articles from peer-reviewed journals).

Signature Assignment

The Signature Assignment is written in two parts: as a mid-term paper (Part 1) and final paper (Parts 1 and 2 combined). At the end of the term, students submit their ePortfolios in their course's dropbox in DigiNation.

For the Signature Assignment, after identifying an issue relevant to the changing student demographics within a functional area in higher education or higher education as a whole, students will analyze why and how this issue is particularly relevant within the higher education landscape. The paper will cover: 1) A thorough description and analysis of the issue; the roots of the issue, how it has evolved over time, the present status and future trends. In addition, the paper will 2) address how this particular issue is impacting higher education; what are the challenges facing various stakeholders (students, administration, faculty and staff), 3) using literature from the text and additional research, what evidence exists that portends this issue to be significant?, 4) who are the stakeholders, 5) how is the problem currently being addressed either locally or nationally, 6) students should include proposed changes that might exist that are meant to affect change. It is important that students provide clear evidence of their understanding of the issue, its immediate and future impact on higher education in the context of institutional mission, student body, organizational characteristics, and within the higher education landscape.

Part 1 (Statement of the Problem/Issue)

For Part 1, students will write a short paper on a current issue/problem related to the changing student demographics within a functional area in higher education or higher education, as a whole. Students will receive feedback from the instructor on Part 1 to incorporate into the final paper.

Part 1, the statement of the problem or issue, is the background of the issue/problem and should include:

- 1) Describe the problem or issue. Give a thorough description of the issue or problem. Using literature reviewed in this course and at least five additional resources outside of this course provide an analysis of the issue or problem. Be sure to include the historical context of the issue or problem and how it has evolved over time. (2-3 pages)
- 2) In the first or second paragraph state the problem or issue being addressed. The introduction of the problem should be worded as “The problem this paper addresses is...” or “The issue this paper will address is....”
- 3) Cite examples in the literature that show the topic is an issue within higher education and needs to be addressed. What does the literature say? How do you know it is a problem/issue or that it will be a problem? (1-2 pages)

Part 1 should close by stating something like: “Part 2 of this paper will discuss why this problem/issue is important/relevant to higher education, who/what the problem affects, how the problem is being addressed (nationally or locally), and what the competing approaches are in addressing this problem (if any). Finally, recommendations and suggestions for future research will be given”. Part 1 should be no more than 5 pages. The paper must follow the APA citation and essay format provided for this course.

Part 2 (Recommendations)

Part 2 must include:

- 1) Revised Part 1
- 2) If not already in Part 1, describe who or what the problem affects and how.
- 3) If not already included in Part 1, describe why the issue/problem is important/relevant to higher education/the campus? (What does the literature say?)
- 4) Describe who the policy/decisionmakers are in relation to the problem. Who are the key stakeholders?
- 5) How is the problem or issue being addressed currently? (nationally or locally)
- 6) Are there competing approaches in addressing this problem?
- 7) What recommendations do you have as a researcher? Worded such “This researcher believes...”

The final paper should be approximately 8-10 pages total. It must follow the APA citation and essay format provided for this course.

Final Assignment: Group Case Study-Theory into Practice

Instructions for the assignment will be given mid-term and will be due Week 12. The instructor chooses the case study for each group.

ePortfolio (including Final Reflection)

Your Signature Assignment and Group Case Study will be uploaded via your ePortfolio. You will include a final reflection of your learning in the course, as well. In order to receive your final grade, both assignments and reflection must be submitted by the deadline.

Discussions

Northeastern Online requires that students participate in discussions. Unless otherwise noted it is expected that at a minimum, a student will post at least one comment and respond to at least two classmates' posts within their assigned discussion group. **The word limit on each primary post is 300 words.**

Discussion Post Requirements:

1. Three posts, including one initial post, are required.
2. The word limit range is 250-300 for primary posts. Secondary posts should not exceed 100 words.
3. One post by Friday, 11:59 PM EST. At least two more posts by Sunday, 11:59 PM EST.

You will be expected to be an active participant in the course and your level of participation and quality of your argument/comment may determine the total points you will be awarded for the discussion part of your grade. It is vital that you keep up with the readings and respond in the manner and time requested as the majority of the discussion will emanate from the reading material. In addition to the three required posts, your discussion will be graded based on the quality of your participation. Simply agreeing or disagreeing with a statement made in the book or by your peers is not sufficient.

Your responses should be respectful and substantive, and refer to the literature on the topic. You may present another point of view or a connected idea. The point is to engage in scholarly conversation with other learners, and extend the ideas in the first posts to a deeper level: apply, evaluate, and synthesize ideas. Begin by reading everyone's posts and then select one that resonates with something you find particularly interesting or related to your experience or research.

The Discussion Board is a space for academic exchanges. As a result, you must check for punctuation, spelling, and grammar. In addition, you must reference all outside sources in correct citation format. It is crucial that all participants maintain a high regard for proper decorum in the Discussion Board. A grading rubric for Discussion Board responses is provided.

Please treat your classmates and the instructors with the utmost respect. Inappropriate posts will be removed immediately. The instructor reserves the right to penalize students for repeated violations of the participation policy within a course.

In the discussion board and in class, high quality contributions advance the class discussions and do not simply summarize the material that was assigned. Quality contributions take into account not only the instructor's questions but also your classmates' contributions.

Grade Breakdown

Assignment	Due Date	Points
Discussion Boards	Weekly (except Weeks 3, 6, 9, 10, and 11) Initial post due by Friday at 11:59 PM EST. Follow up discussion due by Sunday at 11:59 PM EST	35 (total – 5 points/week)
Annotated Bibliography	Sunday of Week 3 *	10
Part 1 of Signature	Sunday of Week 6 *	10

Assignment		
Part 2 of Signature Assignment	Sunday of Week 9 *	20
Group Case Study	Saturday of Week 12*	25
	<i>*All assignments due at 11:59 PM EST</i>	100

Course Schedule

Week	Topic Content	Major Assignments/Deadlines
Week 1: 4/11-4/17	Equitable Engagement for Students in U.S. Higher Education and Engaging Students with Disabilities	<p>Discussion Board: Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p>Read Chapters 1 and 14; and additional readings</p>
Week 2: 4/18-4/24	Race in Higher Education	<p>Discussion Board: Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p>Live Discussion: Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by Sunday.</p> <p>Read Chapters 2-6; and additional materials</p>
Week 3: 4/25-5/1	Engaging International and Undocumented Students	<p>No Discussion Read Chapters 7-8; and additional materials.</p> <p>Annotated Bibliography due by Sunday, May 1st (11:59 PM EST)</p>
Week 4: 5/2-5/8	Engaging Queer and Transgender Students; and Cisgender Women and Men Students	<p>Discussion Board: Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p>Live Discussion: Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by Sunday.</p> <p>Read Chapters 10-12; and additional materials.</p>

<p>Week 5: 5/9-5/15</p>	<p>Engaging Religious Minority Students</p>	<p>Discussion Board: Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p>Live Discussion: Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by Sunday.</p> <p>Read Chapters 13; and additional materials.</p>
<p>Week 6: 5/16-5/22</p>	<p>Engaging Student-Athletes</p>	<p>No Discussion</p> <p>Part 1 of Signature Assignment due by Sunday, May 22nd (11:59 PM EST)</p> <p>Read Chapter 15 and additional materials.</p>
<p>Week 7: 5/23-5/29</p>	<p>Engaging Student Activists and Justice-Involved Students</p>	<p>Discussion Board: Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p>Live Discussion: Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by Sunday.</p> <p>Read Chapters 9 and 16; and additional materials.</p>
<p>Week 8: 5/30-6/5</p>	<p>Engaging First-Generation Students; and Poor and Working-Class Students</p>	<p>Discussion Board: Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.</p> <p>Live Discussion: Meet synchronously on Wednesday. Submit individual key points or takeaways to Dr. Morris via email by Sunday.</p> <p>Read Chapters 17 and 18.</p>
<p>Week 9: 6/6-6/12</p>	<p>Engaging Commuter, Part-time, and Returning Adult Learners</p>	<p>No Discussion</p> <p>Read Chapter 19</p> <p>Part 2 of Signature Assignment due by Sunday, June 12th (11:59 PM EST)</p>

Week 10: 6/13-6/19	Engaging Military-Connected Students	No Discussion Read Chapter 20
Week 11: 6/20-6/26	Engaging Graduate and Professional Students; and Student-Parents	No Discussion Read Chapters 21 and 22
Week 12: 6/27-7/2	Final Reflection	Discussion Board: Primary Posts due by Wednesday, June 29th (11:59 PM ET) and Secondary posts to classmates are due by Saturday, July 2nd (11:59 pm EST). Group Case Study Assignment due by Saturday, July 2nd (11:59 PM EST) e-Portfolio and Final Reflection Submission due by Saturday, July 2nd (11:59 PM EST)

End-of-Course Evaluation Surveys

Your feedback regarding your educational experience in this class is very important to the College of Professional Studies. Your comments will make a difference in the future planning and presentation of our curriculum.

At the end of this course, please take the time to complete the evaluation survey at <https://neu.evaluationkit.com>. Your survey responses are **completely anonymous and confidential**. For courses 6 weeks in length or shorter, surveys will be open one week prior to the end of the courses; for courses greater than 6 weeks in length, surveys will be open for two weeks. An email will be sent to your HuskyMail account notifying you when surveys are available.

Academic Integrity

A commitment to the principles of academic integrity is essential to the mission of Northeastern University. The promotion of independent and original scholarship ensures that students derive the most from their educational experience and their pursuit of knowledge. Academic dishonesty violates the most fundamental values of an intellectual community and undermines the achievements of the entire University.

As members of the academic community, students must become familiar with their rights and responsibilities. In each course, they are responsible for knowing the requirements and restrictions regarding research and writing, examinations of whatever kind, collaborative work, the use of study aids, the appropriateness of

assistance, and other issues. Students are responsible for learning the conventions of documentation and acknowledgment of sources in their fields. Northeastern University expects students to complete all examinations, tests, papers, creative projects, and assignments of any kind according to the highest ethical standards, as set forth either explicitly or implicitly in this Code or by the direction of instructors.

Go to <http://www.northeastern.edu/osccr/academic-integrity-policy/> to access the full academic integrity policy.

Student Accommodations

Northeastern University and the Disability Resource Center (DRC) are committed to providing disability services that enable students who qualify under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act Amendments Act (ADAAA) to participate fully in the activities of the university. To receive accommodations through the DRC, students must provide appropriate documentation that demonstrates a current substantially limiting disability.

For more information, visit <http://www.northeastern.edu/drc/getting-started-with-the-drc/>.

Library Services

The Northeastern University Library is at the hub of campus intellectual life. Resources include over 900,000 print volumes, 206,500 e-books, and 70,225 electronic journals.

For more information and for Education specific resources, visit <http://subjectguides.lib.neu.edu/edresearch>.

24/7 Canvas Technical Help

For immediate technical support for Canvas, call 1-833-450-3937. You can chat and report an issue to Canvas technical support right from within Canvas through the Help icon located in the Canvas global navigation.

myNortheastern, e-mail, and basic technical support

Visit the [Information Technology Services \(ITS\) Support Portal](#)

Email: help@northeastern.edu

ITS Customer Service Desk: 617-373-4357 (help)

Diversity and Inclusion

Northeastern University is committed to equal opportunity, affirmative action, diversity and social justice while building a climate of inclusion on and beyond campus. In the classroom, member of the University community work to cultivate an inclusive environment that denounces discrimination through innovation, collaboration and an awareness of global perspectives on social justice.

Please visit <http://www.northeastern.edu/oidi/> for complete information on Diversity and Inclusion

TITLE IX

Title IX of the Education Amendments of 1972 protects individuals from sex or gender-based discrimination, including discrimination based on gender-identity, in educational programs and activities that receive federal financial assistance.

Northeastern's Title IX Policy prohibits Prohibited Offenses, which are defined as sexual harassment, sexual assault, relationship or domestic violence, and stalking. The Title IX Policy applies to the entire community, including male, female, transgender students, faculty and staff.

In case of an emergency, please call 911.

Please visit www.northeastern.edu/titleix for a complete list of reporting options and resources both on- and off-campus.

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The instructor reserves the right to amend this syllabus, both online and the document itself, during the term and will notify students of the change(s). The revised syllabus is the official record of class policies and schedule of due dates.