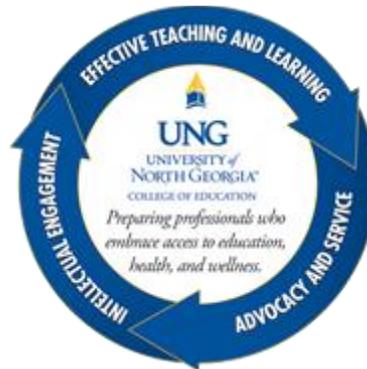


University of North Georgia
College of Education
Course Syllabus



**EDD 7207: Promoting Inclusive Environments for Students in Higher Education
Fall 2022**

Instructor: Kelly Long, Ph.D.

Office Hours: Available by appointment, weekdays and nights, as well as weekends (often at short notice!). I encourage meetings / questions at any time.

Contact Information

E-mail: Kelly.long@ung.edu

Course Overview

This course will encourage doctoral candidates to promote inclusivity in their institutions by surveying the issues and challenges related to various student populations in higher education. An emphasis will be placed on recent empirical and theoretical literature which attempts to make sense of different student experiences, especially those who are members of protected groups. A broad range of topics will be covered, such as college access and preparation, engagement and attrition, funding, and retention. Individual student experiences will be emphasized through a consideration of identity and diversity in the college environment. This literature is intended to help doctoral candidates question and reformulate the institutional systems, programs, curricula, and pedagogical techniques that impact student persistence and success.

An essential aspect of this class will be the continuous, multi-stage development of a grant proposal that can fund either 1) a postsecondary program to help underserved students or 2) research intended to better understand some aspect of the underserved student population.

Course Objectives

By the end of the course, students will be able to:

- Describe the primary theories pertaining inclusion in higher education;
- Analyze the ways that inclusion is measured and how this information informs programming, policy, and practices in different parts of the higher education organization; and
- Develop strategies to advocate to improve inclusion.

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Course Materials

No texts are required for the course. All materials, including articles, book excerpts, and other assorted readings, are posted on the Desire to Learn (D2L) website.

Desire 2 Learn

All course materials and articles are available on Desire to Learn (D2L) (<https://gsc.view.usg.edu/>). The **University System of Georgia's Desire2Learn Help Center** provides assistance through their 'knowledge base' <http://d2lhelp.view.usg.edu/> and 855.772.0423. The USG D2L Help Center is available 24 hours a day, seven days a week. The Online Support Center site includes a 'knowledge base,' which you should check before calling [technical support](#).

Course Requirements

No prerequisite courses in the field of higher education are required for this class. As a student in a graduate-level course, you will be challenged to complete the following tasks:

- Summarize and interpret theoretical and empirical readings;
- Discuss complex ideas with colleagues;
- Demonstrate proficiency with student-centered initiatives;
- Apply concepts to writing assignments that encourage creativity and engagement with existing literature; and
- Adapt writing to communicate research to individuals inside and outside academia.

Learning Activities

This course is run in 8 two-week modules. Start by reading the lectures, then any assigned readings. Work on your grant proposal will be ongoing.

At the start of the term, you will either select to complete a grant proposal OR write a book chapter proposal. The goal is that these will be of sufficient quality to submit for actual funding or publication. If you are interested in actually submitting this work, you should identify a funder call for proposals / call for chapters at the start of the term and tailor your work to that call.

1a. Grant Proposal (ongoing). If this option is selected, this semester, you will be writing a grant proposal over the course of the semester, designed to help underrepresented and underserved students in higher education. The key considerations are the following: A) What is the problem being addressed? B) How could the problem be addressed through a generous financial grant? C) What would be the expected outcomes? D) How much money is necessary to achieve the expected outcomes?

- a. Please see the template for the grant proposal in the Introductory module. You are welcome to work ahead on this grant. You are graded at the end of each module on the new section you have prepared, but you will also receive a final grade for

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the grant proposal based on whether you've addressed the feedback I will be providing throughout the course.

- b. This grant is intended to be informed by your paper in EDD 7106. You are welcome to copy and paste relevant sections from each course as needed. The goal is that this paper will ultimately support and inform your work in the grant project. It is common in research that you might both author a paper, and then use similar information to author a grant application (though you should cite your paper from this course in the grant application, as you would in a real world example to avoid self-plagiarism).

Or

1b. Book Chapter Proposal (ongoing). If this option is selected, this semester, you will be writing a book chapter proposal over the course of the semester, designed to help underrepresented and underserved students in higher education. The key considerations are the following: A) What is the scope of the topic you are studying? B) What is the most up to date empirical and theoretical understanding of that topic? C) What gaps exist in understanding and what strategies are recommended moving forward?

- a. You are welcome to work ahead on this proposal. Book chapters are unique and do not follow a standard template. You are expected to submit approximately ten pages for the final proposal. You are graded at the end of each module on the new section you have prepared, but you will also receive a final grade for the proposal based on whether you've addressed the feedback I will be providing throughout the course.
- b. This proposal is intended to be informed by your paper in EDD 7106. You are welcome to copy and paste relevant sections from each course as needed. The goal is that this paper will ultimately support and inform your work in the proposal. It is common in research that you might both author a paper, and then use similar information to author a grant application (though you should cite your paper from this course in the grant application, as you would in a real world example to avoid self-plagiarism).

2. Discussions (ongoing). In each module, you will be asked to share high level key information about the grant proposal you are preparing this semester, based on what you are writing during that module for your grant proposal. Then, you will be asked to reply to one peer, asking clarifying questions that will help them better prepare for answering questions that may arise in evaluations of their grant. Finally, you will reply to at least one question posed to you by a peer. The purpose of this discussion is to allow you an opportunity to select key information and communicate the dense research of your paper into approachable parts. You are also expected to read all your peer's posts as a key form of learning in this class. Instead of adding more readings, I would like you to learn from what your peers are posting. That may mean you need to go back after a module of over to be sure you've read through all the posts. I will also be interacting with you through these discussions. In essence, this activity takes the place of discussions that would be occurring in-class.

Grading through "Authentic Assessment"

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A doctoral degree provides an opportunity to identify areas of personal interest, engage in original research, and demonstrate mature critical thinking skills on complex topics that rarely have easily identifiable “right” or “wrong” answers. The superficial and stratified forms of grading that transpire in undergraduate coursework do not make conceptual sense. Furthermore, after you complete this doctoral program, professional assessment and feedback will be holistic and contextual, rather than based on a simplified numeric score. Grading in this class, therefore, will feature “authentic assessment” which simulates the detailed feedback you are likely to receive from your professional and academic colleagues. It will also encourage student collaboration, peer review, the continuous revision of writing, and a critical sensibility that questions existing knowledge in service of personal and professional development. To achieve an “A” grade in this course, you will need to complete each assessment below and demonstrate a mastery of course material. At the doctoral level, “B” grades or lower are used to signify less than acceptable performance.

Letter Grade	Percentage Grade	Min. Points for Letter Grade
A	90-100%	261
B	80-89%	232
C	70-79%	203
D	60-69%	174
F	Below 60%	0

Assessment Weights

Discussions	140 points
Proposal Sections	120 points
Final Proposal with Revisions	30 points

COURSE POLICIES:

- All assignments should be submitted **before 11:59 P.M. on Sunday evening.**
- The first week of each module, you will need to prepare material to share in the second week for the discussion.
- All written assignments are expected to be presented in proper written format adhering to the APA style, unless otherwise noted in the assignment instructions.
- Plagiarized assignments will result in a falling grade for that assignment, which includes using the work of others or re-using your own work (see supplemental syllabus website for more details).
- Treat other class members with the same respect and courtesy you would like for yourself at all times. Remember to stay curious and flexible because a main goal in this course is to challenge your own ideologies.
- Help create both a safe and *brave* learning community that strives for mutual exploration, discovery, and learning.
- Actively read all things assigned for the course module, and use readings to engage in discussion activities.

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- Raise relevant and fresh questions and contribute your observations and opinions. Explore literature that backs up your thinking when possible to help educate others and as a way to challenge your own perceptions.
- Treat information shared in class with respect, sensitivity, and the utmost confidentiality. We need to be able to share our experiences and those details should not reach beyond our classroom.
- Check D2L and your e-mail 3 times a week. Discussion are intended to be ongoing (therefore you should be logged in and discussing more than one time during the discussion period). I may post announcements about the course in-between our meeting times.
- Provide feedback and input about how the course is going. **Your continuous input is invited.** Every reasonable effort will be made to address your input.

COURSE COMMUNICATIONS

- Major announcements or changes will be communicated by UNG email. Assignments and instructions will be communicated on D2L.
- When questions arise, please feel free to contact me. I am easiest to reach by UNG email. I usually respond within 24 hours, and aim 48 hours for a reply.

COURSE POLICIES AND PROCEDURES

- **Attendance Policy:**

Following University guidelines, you are expected to attend all classes in whatever form they take. ***You must meet the stipulated requirements to earn the allotted points.*** Note, as per university guidelines, it is your responsibility to take the initiative to fulfill all requirements.

If you are, for any reason, unable to meet the deadline for an assignment please reach out to me so we can work together.

If you stop attending, or formally withdraw from the course, the instructor and the University reserve the right to assign a grade of Withdraw, 'W' or Withdraw Failing, 'WF' in accordance with the specific circumstances of the case and the University guidelines and policies in the UNG student handbook.

If you fail to complete the course due to instances of serious illness or other significant, non-academic extenuating circumstances, the instructor reserves the right to make the final decision regarding granting a grade of Incomplete, 'I'. If you fail to complete the course due to absences and uncompleted assignments resulting from personal physical, mental, emotional, or psychological hardship, the instructor may recommend you apply for a hardship withdrawal. An application form can be found on the Dean of Students website using the following link:

https://cm.maxient.com/reportingform.php?UnivofNorthGeorgia&layout_id=6.

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- **Late Assignments:**

All assignments in this course have a specific due date with an 11:59 pm submission time in D2L. Assignments received after the submission due date/time may not be accepted by the instructor. Contact the instructor in advance of deadlines if you need to request an extension. It is at the instructor's discretion to make exceptions.

- **Students with Disabilities and Special Needs:**

The University of North Georgia is committed to the full inclusion of individuals with disabilities and the principal of individual rights and responsibilities. To that end, the policies and procedures of UNG reasonably ensure that a person with a disability is not, on the basis of that disability, denied full and equal access to and the enjoyment of academic programs and co-curricular activities, or otherwise is subjected to discrimination in such programs and activities.

This university is committed to equal access to its programs, services, and activities, and welcomes otherwise qualified students with disabilities. Students who require accommodations and services must register with Disability Services and submit supporting documentation. Disability Services provides accommodation memos for eligible students to give to their instructors. Students are responsible for arranging with instructors to receive the appropriate accommodations, and they must give reasonable prior notice of the need for accommodation.

- **Multicultural/Global Component:**

Multicultural/global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Multicultural/global approaches to education recognize that teachers must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to support the development of effective citizens in a pluralistic and interdependent world. Cross-cultural understanding, respectful behavior and communication, open-mindedness, anticipation of complexity, resistance to stereotyping, or derision of cultural differences and perspectives, knowledge, and appreciation of other peoples' points of view--are essential in the development of a global perspective. Teachers bear significant responsibility as a source of powerful influence in the lives of children and youth to challenge bias in thinking, behavior, curriculum, and assessment. UNG preservice and in-service teachers communicate positively and respectfully with individuals without regard to disability status, socioeconomic, cultural or language background.

- **Academic Integrity Policy:**

All students are expected to conduct themselves in accordance with the UNG codes governing student conduct and academic integrity. Cheating or plagiarism will result in a grade of WF. Students may not submit work completed for other classes without written permission of the instructor. Suspected violations of the academic integrity policy will be referred to the Academic Integrity Council. Please review the Student Code of Conduct found here: <http://ung.edu/student-affairs/student-code-of-conduct.php>

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All written work must be typed and submitted as an electronic PDF document with the file name specified in the assignment. All papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism or other academic tasks. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the *Terms and Conditions of Use* posted on the Turnitin.com site. In addition to Turnitin, I may use other approaches such as Google searches in addressing suspected plagiarism. If a student plagiarizes in this course, the student will receive a zero for the assignment. It is up to the Instructor's discretion whether permission will be granted to redo the assignment.

- **Disruptive Behavior Policy:**

Students who exhibit behaviors that are considered to obstruct or disrupt the class, or its learning activities, are subject to sanctions under the Board of Regents Policy on Disruptive Behavior. Please follow [Netiquette Guidelines](#) for asynchronous and synchronous interactions. Students who exhibit inappropriate behavior may be temporarily dismissed from the class by the instructor and will be subject to disciplinary procedures outlined in the Student Handbook.

- **Professional and Ethical Behavior:**

Most courses in the School of Education require application of research-based practice in public schools or community centers through observation, instruction, and or action research. Pre-service and in-service teachers are expected to adhere to the Georgia Code of Ethics, as well as the UNG student conduct codes. Teachers are role models and caretakers of children and youth; therefore, they bear high levels of responsibility with regards to ethical and professional behavior. Demonstration of inappropriate social or communication behaviors, or failure to exhibit critical behaviors of attendance, punctuality, judgment or confidentiality may result in immediate removal from a school site and award of a grade of 'WF' and possible discontinuation in the program. Please read the Georgia Professional Standards Commission Code of Ethics (<http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>).

Interaction Plan: Learning through Conversation

In seminars at the doctoral level, participants teach and learn from one another. In this way, the power of conversation facilitates student learning. Group discussions about the readings will occur during every module.

Students are *expected* to ask questions and actively participate. For each module, respond to the discussion question, as well as two of your colleague's discussions. You should also bring in additional literature that supports your ideas and expands the conversation. The goal is to debate the material in a scholarly manner to interrogate our own knowledge of the topic. To do this we must be kind and importantly, curious. Being curious means approaching a topic you may already have a strong opinion on with a blank slate. Allow yourself to listen to new perspectives. If you find yourself in possession of an opinion, allow your mind to flexibility move into the opposite role and argue from that perspective for a while. We will talk about hotly debated concepts like reparations and affirmative action. Scholars do take a position, eventually. But in the beginning we need to explore ideas in earnest. I will be growing and learning right alongside

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you because it is not possible to ever master social justice – it is constantly changing as society changes; plus implicit bias is a beast to break down. We'll do that together.

This class doesn't have "lectures" in the traditional sense. Our discussion of the readings are the lectures. You should read in depth, unless otherwise noted on the syllabus. You are welcome to bring additional literature into the discussion as well. I will be a part of these discussions and will guide the conversation in ways that will help us all challenge our thinking.

Course Communication

I typically respond to email requests within 24 hours and provide feedback for each of the assignments within one week of submission.

KEY DATES:

8/22	Full & First Session Classes Begin
8/26	Drop/Add Ends
9/5	Labor Day Holiday
10/14	Full Session Withdrawal Deadline
11/21-26	Fall Break (no classes)
12/12-16	Finals
12/21 by 3pm	Grades Due

See [UNG Academic Calendar](#) for more information.

Course Calendar

All assignments are due on the last day of the module at 11:59 p.m.

DATES	TOPICS	ASSIGNMENTS
Aug 22-Sept 4	Populations of Interest	Lecture 1, Check Your Privilege, Kresge Website, Discussion 1, Summary Due
Sept 5-Sept 18	Student Experiences - Quantitative	Lecture 2, Gillborn (2018), QuantCrit How To, Collins (2019), Discussion 2, Introduction Due
Sept 21-Oct 2	Student Experiences - Qualitative	Lecture 3, O'Keefe (2020), Williams (2022), Discussion 3, Grant Problem Statement or Next 2 pages of Book Chapter Proposal Due
Oct 3-Oct 16	Intersectionality	Lecture 4, Haynes (2020), Stahl (2020), Discussion 4, Grant Lit Review or Next 2 pages of Book Chapter Proposal Due
Oct 17-Oct 30	Strategies for Supporting Students	Lecture 5, Discussion 5,

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		Grant Project Plan or Next 2 pages of Book Chapter Proposal Due
Oct 31-Nov 13	Strategies for Supporting Students	Lecture 6, Discussion 6, Grant Evaluation & Budget or Next 2 pages of Book Chapter Proposal Due
Nov 14-Nov 20	Peer Review Workshop	Lecture 7, Discussion 7, Peer Review Workshop
Nov 21-Nov 26	BREAK	NONE
Nov 28-Dec 11	Final Proposal	Module 8 Final Proposal Due

Supplemental Syllabus

Supplemental Syllabus Information concerning the following items can be found at <https://ung.edu/academic-affairs/policies-and-guidelines/supplemental-syllabus.php>

- * Academic Exchange
- * Academic Integrity Policy
- * Academic Success Plan Program
- * Campus Carry
- * Class Evaluations
- * Course Grades and Withdrawal Process
- * Disability Services
- * Disruptive Behavior Policy
- * Inclement Weather
- * UNG Alert
- * UNG Institutional Values

This Supplemental Syllabus will provide the learner with technical support, accessibility policies and services, academic support and services, and institutional support and services.

Multicultural and Global Component

Multicultural/global education develops the knowledge, skills, and attitudes that are the basis for decision making and participation in a world characterized by cultural pluralism, interconnectedness, and international economic competition. Multicultural/global approaches to education recognize that teachers must understand the complexity of globalization and develop skills in cross-cultural interaction if they are to support the development of effective citizens in a pluralistic and interdependent world.

Cross-cultural understanding, respectful behavior and communication, open-mindedness, anticipation of complexity, resistance to stereotyping or derision of cultural differences and perspectives, knowledge, and appreciation of other peoples' points of view are each essential in the development of a global perspective. Teachers, in particular, bear significant responsibility as a source of powerful influence in the lives of youth to challenge bias in thinking, behavior,

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curriculum, and assessment. UNG students communicate positively and respectfully with individuals without regard to disability status, socioeconomic, cultural or language background.

COE Conceptual Framework

The UNG Teacher Education Program course objectives are aligned with the College of Education Conceptual Framework (CoE CF). In terms of the CoE CF, we prepare professionals who embrace access to education, health, and wellness through commitment to integrity in intellectual engagement, research-based teaching and learning, advocacy, and service.

1. Intellectual Engagement

- a. Critical thinking and creative problem-solving in theory and practice
- b. Active engagement in reflective practice
- c. Professional collaboration and communication
- d. Commitment to on-going professional development

2. Research Based Teaching and Learning

- a. Content literacy
- b. Data driven decision-making
- c. Student centered teaching and learning
- d. Technological literacy
- e. Immersion in the learning community through field experience and clinical practice

3. Advocacy and Service

- a. Promote social justice and human rights for the individual and in communities
- b. Leadership
- c. Ethical practice
- d. Professional accountability

The Council for Advancement of Standards in Higher Education, the National Policy Board for Educational Leadership (reflected in the UNG mission) includes the following standards:

Standard 1. Mission, Vision, and Core Values

Doctoral students in the UNG College of Education will display professional knowledge, skills and dispositions that reflect a commitment to developing and supporting inclusive cultures of academic excellence in student-focused environments that include quality education, service, inquiry, and creativity.

Standard 2. Ethics and Professional Norms

Doctoral students in the UNG College of Education model understandings of the professional ethics, and the implications for organizations associated with care and service and education of diverse populations.

Standard 3. Curriculum, Instruction, and Assessment

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of standards-based professional programming.

Standard 4. Communities of Care and Support

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Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of environments that support the cognitive, social-emotional, and health and wellness needs of students in adult learning environments.

Standard 5. Professional Development

Doctoral students in the UNG College of Education display commitment to on-going professional development in their respective fields through association and leadership in professional organizations and personal and political advocacy.

Standard 6. Cultural Responsiveness

Doctoral students in the UNG College display knowledge and skills in design and support of collaborative, equitable, and inclusive service organizations.

Standard 7. Operations and Management

Doctoral students in the UNG College of Education display knowledge and competency in the design, implementation and evaluation of transparent effective and efficient processes that support organizational goals in education and health services.

As a result, doctoral candidates completing this course will be able to demonstrate the following:

Course Objectives	Learning Activities	CoE CF	CASHE, NPBEL, NAHQ
Describe the primary theories pertaining inclusion in higher education;	Discussion 1-7, Grant Proposal	1a, 2a, 3a	1, 2, 6
Analyze the ways that inclusion is measured and how this information informs programming, policy, and practices in different parts of the higher education organization; and	Discussions 1-7, Grant Proposal	1b, 2b, 2c, 3b, 3c	1, 2, 6
Develop strategies to advocate to improve inclusion.	Discussions 1-7, Grant Proposal	1c, 1d, 2e, 3d	1, 2, 3, 4, 6, 7