



# Northeastern University

## College of Professional Studies

### Graduate School of Education

### 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**

Instructor Information

Full Name: Dr. Christopher Macdonald-Dennis

Email Address: [cmacdonalddenn@saalemstate.edu](mailto:cmacdonalddenn@saalemstate.edu)

Office Hours: Virtual

**Connecting:** My “office hours” are virtual and provide an opportunity for us to get to know each other, discuss any questions you might have, or just to share ideas. Feel free to contact me through email for an appointment and I’ll respond quickly to set up a call. If for any reason you wish to express a concern about anything that may impact your success in a course, first speak directly with me. If you need additional support, please contact your Academic Advisor.

**Note:** The instructor reserves the right to amend this syllabus, both online and in 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.

#### **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](mailto:help@northeastern.edu).

Each student is 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. This course may include live sessions and assignments in which students may be asked to create audio/video reflections. We recommend that students purchase a headset that includes a microphone, as this will improve the quality of sound and reduce audio feedback during live sessions. Headsets can be

obtained for a modest cost, under \$30 at an electronics store such as Best Buy or online through a vendor such as Amazon.

**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. **It is mandatory that you use your NEU email account when contacting your instructor.**

### **Course Prerequisites**

EDU 6051 Culture, Equity, Power, and Influence or Introduction to Social Justice in Educational Settings

### **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* (3<sup>rd</sup> 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](http://www.dropbox.com)

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

- **PLO1:** Analyze law and policy regulations within a higher education context.

- **PLO2:** Analyze, generate, and propose innovative solutions to contemporary issues in higher education, driven by data and applied theory.
- **PLO3:** Integrate principles of social justice and inclusion for concrete actions in higher education.
- **PLO4:** Articulate methods to continuously hone and upgrade professional skills in key higher education competencies.
- **PLO5:** Effectively present ideas through multiple mediums for targeted audience in higher education administration.

### **Course Learning Outcomes**

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

- **CLO1:** Demonstrate the impact of the changing demographics in higher education.
- **CLO2:** Describe how diverse student populations experience college differently.
- **CLO3:** Identify problems, evaluate solutions, and provide theoretical-based recommendations.

### **Building your ePortfolio (M.Ed. Students)**

As you progress through your master's program, in each course you will incorporate one or more "signature assignments" into your ePortfolio (signature assignments are designated in the syllabus). Individual programs 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. An ePortfolio is optional for graduate certificate students.

### **Attendance Policy**

Students in online courses are expected to complete course readings, participate in class discussions or other learning activities, and complete written assignments for each module within schedule parameters provided. As most students are working adults, it is understood that there might be a time when active participation in ongoing class conversations and learning activities might be delayed.

**Note:** *It is your responsibility, in the case of an absence or lateness in participation to: (1) notify faculty in advance; (2) understand that grades may 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.

**Note:** *Work submitted late without prior communication with faculty will not be graded. The instructor reserves the right to deduct points from late assignments.*

### **Faculty / Student Communication**

**Email communication:** students can expect that emails will be answered within 24 hours during the week and within 48 hours on weekends.

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

***Discussion Board or other communication threads:*** students can expect questions on discussion boards directed to instructors to be answered within 24 hours during the week and within 48 hours on weekends.

***Course assignments:*** assignments will be returned in a timely fashion and include written feedback when appropriate.

### **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**

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

### **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 via Wix or Digication.

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) 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 150 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 Assignment	Sunday of Week 6 *	10
Part 2 of Signature Assignment	Sunday of Week 9 *	20
Group Case Study	Friday of Week 12*	25
	<i>*All assignments due at 11:59 PM EST</i>	<b>100</b>

### Course Schedule

Week	Topic Content	Major Assignments/Deadlines
Week 1: 4/7-4/13	Equitable Engagement for Students in U.S. Higher Education and Engaging Students with Disabilities	<b>Discussion Board:</b> Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.  Read Chapters 1 and 14; and additional readings
Week 2: 4/14-4/20	Race in Higher Education	<b>Discussion Board:</b> Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.

		Read Chapters 2-6; and additional materials
Week 3: 4/21-4/27	Engaging International and Undocumented Students	<b>No Discussion</b> Read Chapters 7-8; and additional materials.  <b>Annotated Bibliography due by Sunday, 4/27(11:59 PM EST)</b>
Week 4: 4/28-5/4	Engaging Queer and Transgender Students; and Cisgender Women and Men Students	<b>Discussion Board:</b>  Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.  Read Chapters 10-12; and additional materials.
Week 5: 5/5-5/11	Engaging Religious Minority Students	<b>Discussion Board:</b> Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.  Read Chapters 13; and additional materials.
Week 6: 5/12-5/18	Engaging Student-Athletes	<b>No Discussion</b>  <b>Part 1 of Signature Assignment due by Sunday, 5/18 (11:59 PM EST)</b> Read Chapter 15 and additional materials.
Week 7:	Engaging Student Activists and Justice-Involved	<b>Discussion Board:</b> Primary Posts due by Friday and Secondary



5/19-5/25	Students	posts to classmates are due by Sunday 11:59 pm EST.  Read Chapters 9 and 16; and additional materials.
Week 8: 5/26-6/1	Engaging First-Generation Students; and Poor and Working-Class Students	<b>Discussion Board:</b> Primary Posts due by Friday and Secondary posts to classmates are due by Sunday 11:59 pm EST.  Read Chapters 17 and 18.
Week 9: 6/2-6/8	Engaging Commuter, Part-time, and Returning Adult Learners	<b>No Discussion</b>  Read Chapter 19 <b>Part 2 of Signature Assignment due by Sunday, 6/8 (11:59 PM EST)</b>
Week 10: 6/9-6/15	Engaging Military-Connected Students	<b>No Discussion</b>  Read Chapter 20
Week 11: 6/16-6/22	Engaging Graduate and Professional Students; and Student-Parents	<b>No Discussion</b>  Read Chapters 21 and 22
Week 12: 6/23-6/28	Final Reflection	<b>Discussion Board:</b> Primary Posts due by <b>Wed, 6/25</b> (11:59 PM ET); Secondary posts to classmates due by <b>Saturday, 6/28</b>

		(11:59 pm EST).  <b>Group Case Study Assignment due by Friday, 6/27 (11:59 PM EST)</b>  e-Portfolio and Final Reflection Submission due by <b>Saturday, 6/28 (11:59 PM EST)</b>
--	--	---

### Assignments and Course Learning Outcomes (CLOs) Alignment

#	Topic/Assignments	CLO
1	Readings	1 and 2
2	Signature Assignment	3
3	Participation in Discussions	1 and 2
4	Group Case Study	3

### 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 Northeastern email 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/>.

### **Student Well-Being**

All students have access to We Care – 617-373-7591 [wecare@northeastern.edu](mailto:wecare@northeastern.edu) for health concerns, referrals for mental health and assistance with leaves of absence. Additionally we have FIND@Northeastern - Available 24/7/365 1-877-233-9477 (domestic) 1-781-457-7777 (international) <https://www.northeastern.edu/uhrs/find-at-northeastern/>

### **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>.

### **Wyzant Tutoring Services**

Northeastern University's College of Professional Studies is covering the cost of twenty-five hours per academic year of tutoring from Wyzant to help ensure your success in challenging courses. Tutors on Wyzant have helped thousands of students in 300+ subjects ranging from College Algebra to Academic Writing, Statistical Analysis to Microbiology. To access your free Wyzant Tutoring for students in the College of Professional Studies, please complete the following steps:

- Login to Northeastern University's **Canvas** platform and click on your active course.
- Once you are logged in your class, scroll to the bottom red link on the left side of the course navigation that says "Wyzant Tutoring".
- After clicking this link, you will be prompted to access your free tutoring using your Northeastern login credentials. Indicate your program, time zone, the course you'd like support in, and the specific topics or materials you'd like help with.
- You'll receive an activation email from Wyzant for Higher Ed. (If you don't see it, check your spam or junk folders.) From the email, click on the activation button.
- Potential tutors will begin reaching out to you. Their messages will be sent to your Northeastern email inbox and will be accessible via your Wyzant account dashboard.
- Respond back to the tutors you believe might be a good fit to schedule an online session when it's convenient for you — even late at night!

### **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](mailto:help@northeastern.edu)  
ITS Customer Service Desk: 617-373-4357 (help)

## 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 students, faculty and staff of all gender identities. If you or someone you know has been a survivor of a Prohibited Offense, ***confidential*** support and guidance can be found through **University Health and Counseling Services** staff (<http://www.northeastern.edu/uahcs/>) and the **Center for Spiritual Dialogue and Service** clergy

**members** (<http://www.northeastern.edu/spirituallife/>). By law, those employees are not required to report allegations of sex or gender-based discrimination to the University.

Alleged violations can be reported non-confidentially to the Title IX Coordinator within ***The Office for Gender Equity and Compliance*** at: [titleix@northeastern.edu](mailto:titleix@northeastern.edu) and/or through **NUPD** (Emergency 617.373.3333; Non-Emergency 617.373.2121). Reporting Prohibited Offenses to NUPD does **NOT** commit the victim/affected party to future legal action.

Faculty members are considered “responsible employees” at Northeastern University, meaning they are required to report all allegations of sex or gender-based discrimination to the Title IX Coordinator. In case of an emergency, please call 911. ***Please visit [www.northeastern.edu/ouec](http://www.northeastern.edu/ouec) for a complete list of reporting options and resources both on- and off-campus.***

### Northeastern University Online Copyright Statement

Northeastern University Online is a registered trademark of Northeastern University. All other brand and product names are trademarks or registered trademarks of their respective companies.

This course material is copyrighted and Northeastern University Online reserves all rights. No part of this publication may be reproduced, transmitted, transcribed, stored in a retrieval system, or translated into any language or computer language, in any form or by any means, electronic, mechanical, magnetic, optical, chemical, manual, or otherwise, without the express prior written permission of Northeastern University Online.

