HiED 670 01W Diversity in Higher Education  
Spring 2015

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(You may email me at any time, and I will get back to you as quickly as possible)


Course Description: Three semester hours. This course is designed to help provide an historical context for the study of diversity in higher education and to consider some best practices that institutions of higher education employ to address the challenges and opportunities that result from diversity in higher education.

Course Goal: To help students understand the historical context of diversity in higher education and began to develop best practices that institutions of higher education could employ to address the challenges and opportunities that they face.

Course Objectives: The learner will be able to:

1. Understand the historical forces that have helped share the nature of the citizenry of the United States.
2. Understand the forces that have united the citizenry of the United States.
3. Explain best practices related to institutional programs and policies that some institutions of higher education have employed to address the challenges and opportunities associated with the diversity that is found at their institutions.
4. Explain best practices that some institutions of higher education have employed to recruit students from under-represented populations.
5. Explain best practices that some institutions of higher education have employed to help students from under-represented populations succeed.
6. Discuss best practices that some institutions of higher education have employed to help recruit faculty from under-represented populations and to help them succeed.
Course Requirements: Students in this course will be expected to:

1. Participate in class discussions.
2. Read the textbooks and any other readings as assigned.
3. Submit written responses to textbook-related study guide questions.
4. Discuss assigned textbook or related reading.
5. Work with classmates to develop a written report concerning steps that a university can take to recruit and retain its minority students.

Course Grade Determination: The grade that a student earns in this course will be determined by his/her performance in relation to the course requirements outlined above.

Grading:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Class Discussion</td>
<td>400</td>
</tr>
<tr>
<td>Writing Assignments</td>
<td>800</td>
</tr>
<tr>
<td>Book critique 1</td>
<td>100</td>
</tr>
<tr>
<td>Book critique 2</td>
<td>100</td>
</tr>
<tr>
<td>Plan for recruiting &amp; retaining</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1500</strong></td>
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</tbody>
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Letter Grade Total Points Accumulated During Semester
A – 1500 points  
B – 1350 – 1499 points  
C – 1498 – 1050 points

(Please remember, no grade below a B may be applied to a doctoral degree.)

Guidelines for book critique 1 & 2

The critique needs to meet the following guidelines.

- Page length no more than 2 pages.
- Discuss the main ideas and the major objective of the book and how effectively these were accomplished.
• Discuss the strengths and weaknesses of the book.
• Discuss any additional thoughts about the book.

Access and Navigation

eCollege Technical Concerns: Please contact the eCollege HelpDesk, available 24 hours a day, seven days a week by sending an email directly to helpdesk@online.tamuc.org. You may also reach the HelpDesk by calling (toll-free) 1-866-656-5511, or through the Online Chat by clicking on the "Live Support" tab within your eCollege course.

Course Concerns: If you have questions pertaining to the content of this course (e.g., questions about an exam, about course due dates, etc.), please contact the instructor via email or through the "Virtual Office."

Other Questions/Concerns: Contact the appropriate A&M-Commerce department relating to your questions/concern. If you are unable to reach the appropriate department with questions regarding your course enrollment, billing, advising, or financial aid, please call 903-886-5511 between the hours of 8:00 a.m.- 5:00 p.m., Monday through Friday.

Interaction with Instructor Statement:

eCollege: Students will use eCollege to access course materials and submit homework.

E-Mail: The instructor will send emails to your Leo-Mail account for class communication. Students are required to check their e-mail daily.

University Specific Procedures:

ADA Statement - The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services
Texas A&M University-Commerce
Gee Library 132
Phone (903) 886-5150 Fax (903) 468-8148
StudentDisabilityServices@tamuc.edu

Student Conduct: All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment. (See Code of Student Conduct from Student Guide Handbook).
A&M-Commerce will comply in the classroom, and in online courses, with all federal and state laws prohibiting discrimination and related retaliation on the basis of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Further, an environment free from discrimination on the basis of sexual orientation, gender identity, or gender expression will be maintained.

All graduate students are expected to maintain high standards of academic integrity and honesty. Academic dishonesty, as defined in the Graduate Catalog, will incur a penalty commensurate with the severity of the infraction, from failure on the applicable assignment to failure in the course. A more severe infraction may also lead to a recommendation for suspension or expulsion.

**Late work:** All work is due on the assigned date to help move us through the course at a steady pace. There will be a 10% penalty for information that is not posted in a timely manner. Make sure that you check for assignments and respond daily to accumulate full points.

**Textbook Reading Assignments: Tentative Schedule**

**Week 1 - Jan. 20 - 27**

Introductions

Readings: *The Disuniting of America: Reflections on a Multicultural Society*

Chapter 1: A New Race?

Chapter 2: History of the Weapon

**Week 2 - Jan 28 - Feb 3**

Readings: *The Disuniting of America: Reflections on a Multicultural Society*

Chapter 3: The Battle of the Schools

Chapter 4: The Decomposition of America

**Week 3 - Feb 4 - Feb 10**

Readings: *The Disuniting of America: Reflections on a Multicultural Society*

Chapter 5: E Pluribus Unum?

Epilogue

**Week 4 - Feb 11 - Feb 17**
Readings: *What Makes Racial Diversity Work in Higher Education*

Chapter 3: Limits to *Pluribus*, Limits to *Unum*

Chapter 17: Foundations for Making Racial Diversity Work

Chapter 2: A Brief Meditation on Diversity and “DUHVERSITY”

**Week 5 - Feb 18 - Feb 24**

Readings: *What Makes Racial Diversity Work in Higher Education*

Chapter 8: The Office of African American Affairs

Chapter 9: The development of a Multicultural Student Services Office and Retention Strategy for Minority Students

**Week 6 - Feb 25 - March 3**

Readings: *What Makes Racial Diversity Work in Higher Education*

Chapter 18 - Deans as Diversity Leaders

Chapter 4 - How to Become an Outstanding Educator of Hispanic and African-American 1st Generation College students

**Week 7 - March 4 - March 10**

Readings: *What Makes Racial Diversity Work in Higher Education*

Chapter 12 - Diversification of the Faculty

Chapter 15 - Strategic Priorities and Strategic Funding

**Week 8 - March 16 - March 20**

Spring Break - ENJOY!!!

**Week 9 - March 25 - March 31**

Readings: *What Makes Racial Diversity Work in Higher Education*

Review Chapters 18, 4, 12, 15

**Week 10 - April 1 - April 7**

Readings from: *What Makes Racial Diversity Work in Higher Education*

Chapter 5 - Diversity and Learning at Harvard
Week 11 - April 8 - April 14

Readings from - *What Makes Racial Diversity Work in Higher Education*

Chapter 6 - The MIT Experience

Week 12 - April 15 - April 21

Readings from - *What Makes Racial Diversity Work in Higher Education*

Chapter 10 - Effective Programs at The Ohio State University

Chapter 14 - The Combination of Opportunity and Support Equals Success

Week 13 - Week 14 April 22 - May 5

Role playing essay

Week 15 - May 6 - May 12

Critique of *What Makes Racial Diversity Work in Higher Education*