MHE 7101

Instructor:
Contact Information:

College of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) Ensuring that programs are knowledge-based: (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught;
(3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one's daily w
(6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

This course will address the following ACPA/NASPA competencies:

- Advising & Supporting
- Law, Policy, & Governance
- Assessment, Evaluation, and Research
- Personal & Ethical Foundations

Syllabus Course Number:

- Social Justice & Inclusion
- Other competencies may be addressed via individual student assignments.

Additionally, this course will address the following Wilmington University Graduate Graduation Competencies:

- Oral Communication
- Written Communication
- Ethics

III. LEARNING GOALS, OUTCOMES, AND ACTIVITIES FOR HEL 8001

This course explores issues in higher education related to equity and inclusion, including access to higher education, multiculturalism on college campuses, equity in admissions; equity in hiring and promotion; issues related to races, gender, sexuality, disability, socioeconomic status, and more. Candidates learn to understand and critique multiple perspectives; develop multicultural self-awareness; and understand the impact of leadership on advancing equity and inclusion on college campuses.

Goal A: Students will demonstrate an understanding of the historical and systemic ways in which higher education includes and excludes groups of people.

Learning Outcomes – Students will be able to:

A1: Analyze historical and current issues related to diversity and equity.
A2: Describe current trends and coming challenges in educational research, theory, policy, and practice.

Goal B: Students will analyze the ways in which groups of people have been included and excluded from higher education and contexts within higher education.

Learning Outcomes – Students will be able to:

B1: Evaluate the intersection between societal gender roles and education in the United States.
B2: Evaluate the intersection of race and education in the United States.
B3: Evaluate the intersection of socioeconomic status and education in the United States.
B4: Evaluate the intersection of disability and education in the United States.
B5: Identify additional groups who may be excluded or treated inequitably in educational systems in the United States.

Goal C: Students will gain a stronger understanding of their own identities and values, as related to leadership in higher education.

Learning Outcomes:

C1: Reflect upon their own educational experiences with regard to access, equity, and inclusion.
C2: Explain the ways in which groups they identify with have been included and excluded in educational contexts.
C3: Identify strategies for institutions and systems to be more equitable and inclusive.

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact me or the Dean of Students, Dr. Regina Allen, for support. This will enable us to provide any resources that she may possess.