

EDU 760 Access and Equity in Higher Education
University of Michigan
Spring 2018

Course Catalogue Description:

This course introduces individuals to the research, theoretical, and practical issues surrounding access to college and equity in higher education institutions. It specifically addresses access and equity issues related to racial/ethnic minority groups and socioeconomic status. Major themes include: college choice, affirmative action, community colleges, financial aid, and access to the professoriate.

Course Instructor: Vasti Torres, Ph.D.
Professor
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Class Meetings and Office Hours:

Education 760: Access and Equity in Higher Education will meet face-to-face on Wednesdays 9 am to 12 pm in room 4212 SEB. Office hours with Dr. Torres are arranged with the instructor on an individual basis and can be coordinated by e-mail. GSI office hours will be on Wednesdays from 12:00pm to 2:00pm in the Brandon Center, Room TBD. You may sign up for an appointment slot [here](#)

Learning Objectives:

Students will:

- Learn how the pipeline into higher education influences access and equity within higher education
- Understand the societal influences that allow for inequities to exist.
- Research a controversial topic related to issues of access and equity in order to understand both sides of the issue.
- Conduct in-depth research on a topic that influences access and equity.
- Engage in expressing a position on a topic to potentially influence policy making.

Course Expectations:

- Students in this course are expected to be active learners, which requires each student to take an active role in their own learning and to share the learning process with the class. This requires every member of the class to be devoted to the learning process.
- The components of active participation:
 1. *Attendance at all class sessions* is critical to promoting a learning community within the class. Each member benefits from the viewpoints of the other members. Because of the limited number of face-to-face sessions in this course, it is imperative that you attend all class sessions. If you need to miss a class for unforeseen emergency reasons

- you are responsible for getting all information covered in class, it is good to make these arrangements with a classmate in advance.
2. *Read all assigned materials and keep up with your own research.* Make note of questions, inconsistencies, areas of interest, and connections you find to other readings.
 3. *Active participation in class* discussion allows each student to test out their own assumptions about the theories and research as well as expand the worldview of others in the class. Each member has an equally important story to share based on their own experiences.
 4. *Mutual Respect.* Everyone participating in this course has a responsibility to create and maintain an environment that is conducive to learning. To accomplish this, it is important to have an environment that is free of distractions, engages all participants in the learning process, and does not demean or dehumanize any individual or group. The following expectations are geared towards a mutually respectful environment:
 - Silence all types of phones during the class – notify the instructor if you are on-call and need to respond to emergencies.
 - Refrain from any use of technology for social networking purposes;
 - Turn off text messaging capabilities including notification of received messages.
 - Use of laptops/tablets is restricted to note taking only unless instructor has granted permission for other options.
 - Arrive on time and remain for the duration of the class.
 - Refrain from conducting private conversations in class.
 - Refrain from reading material extraneous to the course content and discussion in class.
 - Use appropriate language and behavior that does not demean or dehumanize any person or group of persons, whether or not the person is present.
 - Incompletes: Will not be given unless extenuating circumstances occur. These instances must be negotiated prior to end of the course. Last minute incompletes will not be given.
 - All assignments should be turned in on time and in compliance with all the criteria listed in the assignment instructions. Assignments will be collected at the beginning of class.
 - APA (Sixth Edition) is expected in all paper.
 - All students are expected to abide by the University of Michigan's Academic Integrity statement:

Intellectual and academic honesty and responsibility are fundamental to our scholarly endeavors. All members of the university community, including students, faculty, and staff, are expected to demonstrate integrity. Academic integrity includes, but is not limited to, plagiarism, cheating, research integrity, and falsification of data. Graduate students in School of Education academic programs are governed by both School of Education academic policies and those of the Rackham Graduate School. More information can be found on these pages. http://www.soe.umich.edu/file/academic_integrity/http://www.rackham.umich.edu/policies/academic-policies
 - The University of Michigan is committed to providing equal opportunity for participation in all programs, services and activities. In order to receive an accommodation for a disability the student must be registered with Services for Students with Disabilities (SSD) at G664 Haven Hall or 734-763-3000. (<http://www.usf.edu/student->

[affairs/student-disabilities-services/](#)). Once your eligibility for an accommodation has been determined you will be issued a verified individual services accommodation (VISA) form. Please present this form to me at the beginning of the term, or at least two weeks prior to the need for the accommodation (test, project, etc.).

Course Texts:

- All reading materials are electronic and are available via a link in the syllabus or within the readings folder in Canvas.
- The discussion section of Canvas will be set up for students to upload current events or campus issues that pertain to the issues of access and equity. These types of things tend to emerge in the popular media.

Papers, Projects, and Presentations with Due Dates:

All assignments should be uploaded to Canvas site.

| <i>Assignments</i> | <i>Due Date</i> | <i>Point Value*</i> |
|---|--------------------------------|---------------------|
| Attendance and participation** - Campus issues | All semester | 37.5 |
| Contentious Issues Presentations | March 7 th | 20 |
| Issue Paper | | |
| Part 1: Issue Brief | February 7 th | 15 |
| Part 2: Final Research Paper | April 11 th by 9 am | 27.5 |

* Read through the syllabus prior to the first-class session. At the first face-to-face meeting students will be allowed to determine the point value of the assignments as a group. The total points must add up to 100 and the same point value will be used for all students.

** See second bullet of Course Expectations for components of active participation

Grading Scale:

| Points | Grade | | |
|-----------|-------|-------------|----|
| 100 to 95 | A | 79 to 77 | C+ |
| 94 to 90 | A- | 76 to 74 | C |
| 89 to 87 | B+ | 73 to 70 | C- |
| 86 to 84 | B | 70 or below | D |
| 83 to 80 | B- | | |

Course Schedule:

| <i>Date</i> | <i>Topics for Class Session</i> | <i>Readings and Assignments Due</i> |
|--------------------------------------|--|---|
| Jan 3 rd | Introduction <ul style="list-style-type: none"> • Introductions • Goals and expectations for the course • Course requirements • Assignment point designation | |
| <i>Pipeline for Higher Education</i> | | |
| Jan 10 th | <ul style="list-style-type: none"> • Opportunity differences • Teaching Education Reform and its Affect | Ladson-Billings (2006) <i>From achievement gap to educational debt...</i> |

| | | |
|-----------------------------------|---|--|
| | <ul style="list-style-type: none"> • Dual Enrollment and AP Courses • College Readiness • Who attends and where | <p>Perna & Armijo (2014) <i>The persistence of unaligned K-12 and higher education...</i></p> <p>Cowan & Goldhaber (2015) <i>Running start do dual enrollment...</i></p> <p>Nui & Tienda (2013) <i>High School Economic composition...</i></p> |
| <i>Systemic Societal Barriers</i> | | |
| Jan 17 th | <ul style="list-style-type: none"> • Poverty • Racism • Stereotype Threat • Quest for prestige | <p>Duncan (1999) <i>Social change and social policy</i></p> <p>Steele (2010) <i>Stereotype threat comes to light and in more than one group</i></p> <p>Weis, Cipollone, & Stich (2015) <i>Poverty, privilege, and the intensification of inequalities...</i></p> <p>Bastedo & Gumport (2003) <i>Access to what?...</i></p> <p>Torres (2009) ... <i>Recognizing racist thoughts</i></p> |
| <i>Access</i> | | |
| Jan 24 th | <ul style="list-style-type: none"> • Undermatching • For-profit institutions • Two + Two programs • Achievement Tests | <p>Rodriguez (2015) ... <i>Estimation of college undermatch</i></p> <p>Cottom (2017) <i>Lower Ed</i></p> <p>How states are implementing transition curricula... (2017)</p> <p>https://ccrc.tc.columbia.edu/publications/ccrc-research-brief-how-states-implementing-transition-curricula-results-national-scan.html</p> <p>Dixon-Roman, Everson, & McArdle (2013) <i>Race, Poverty, and SAT Scores ...</i></p> |
| Jan 31 st | <ul style="list-style-type: none"> • Federal Financial Aid • Meritocracy • Free Community College | <p>Gilbert & Heller (2013) <i>Access, equity, and community colleges...</i></p> <p>Flores & Shepherd (2014) <i>Pricing out the disadvantaged? ...</i></p> <p>Guiner (2015) <i>Aptitude or Achievement?</i></p> <p>Monaghan & Goldrick-Rad (2016) <i>Is community college already free?</i></p> |
| Feb 7 th | <ul style="list-style-type: none"> • Programs Promoting Access <ul style="list-style-type: none"> ○ TRIO Programs ○ POSSE Programs ○ Summer Bridge ○ College Promise Programs | <p><i>DUE: Part 1 – Issue Brief</i></p> <p>Perna (2015) <i>Senate Statement about access programs</i></p> <p>Andrews, DesJardins, & Rahnchod (2010) <i>The effects of the Kalamazoo Promise</i></p> <p>POSSE https://www.possefoundation.org/</p> |
| <i>Equity</i> | | |
| Feb 14 th | <ul style="list-style-type: none"> • Students | <p>Harper, Patton, & Wooden (2009) <i>Access and equity for African American students...</i></p> <p>Sáenz, Ponjuán, & Figueroa (2016) <i>Current trends and future outlooks on the pervasive ...</i></p> |

| | | |
|---|---|---|
| | | Cahalan & Perna (2015) <i>Indicators of higher education equity in US...</i> Ngo & Lee (2007) <i>Complicating the image of model minority success...</i> Brayboy (2004) <i>Hiding in the Ivy...</i> |
| Feb 21 st | Dr. Lisa Lattuca, Guest lecture • Faculty Contentious Issues Presentations | Griffin, Bennett, & Harris (2013) <i>Marginalizing merit ...</i> Lawrence, Celis, & Ott (2014) <i>Is the tenure process fair...</i> <i>DUE: Contentious Issues Presentations</i> |
| Feb 28 th | Spring Break – No class session | |
| March 7 th | Contentious Issues Presentations • Pipeline to graduate studies | <i>DUE: Contentious Issues Presentations</i> Posselt (2014) <i>Toward inclusive excellence in grad ed</i> |
| <i>Policies and Practices Intended to Increase Access</i> | | |
| March 14 th ACPA | Individual work on final research papers. Raúl will be available for individual meetings. | |
| March 21 st | Federal and State Financial Aid Merit-aid grants | Hillman & Orosz (2017) <i>Introduction: Connecting Student Load Research and Federal Policy</i> McLendon & Perna (2014) <i>State Policies and Higher Education Attainment</i> |
| March 28 th | MOOCs | Perna, Ruby, Boruch, Wang, Scull, Ahmad, & Evans (2014) <i>Moving Through MOOCs...</i> TBD |
| April 4 th | DACA | Flores (2010) <i>State DREAM acts...</i> Gonzales, Terriquez & Ruszcsyk (2014) <i>Becoming DACAdmented...</i> |
| April 11 th | What Works? | <i>DUE: Part 2 – Final Research Paper</i> |