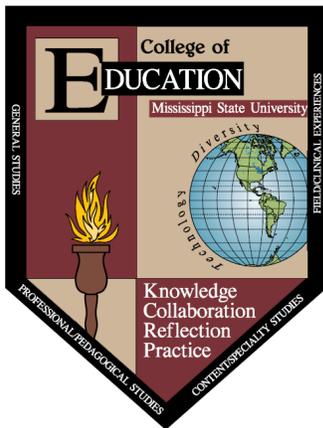


**MISSISSIPPI STATE UNIVERSITY  
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY  
COURSE SYLLABUS**

<b>Course Prefix &amp; Number:</b>	HED 8143
<b>Course Title:</b>	Seminar in University and Community College Education
<b>Credit Hours:</b>	3 hours
<b>Type of Course:</b>	Lecture
<b>Catalog Description:</b>	Three hours lecture. An in-depth analysis of current problems, strengths and issues confronting community college and university administrators and faculty.

**College of Education Conceptual Framework:**



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these

knowledge bases with the appropriate use of technology.

2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

## **MSU Counseling Programs Mission Statement:**

The mission of the counseling programs is the development of students who can practice in a variety of professional settings including K-12 schools, institutions of higher education, clinical mental health settings, college counseling centers, and rehabilitation counseling settings. The faculty is committed to preparing graduate students who have solid theoretical knowledge, appropriate clinical skills, and an understanding of the scientist-practitioner model of working with individuals. Graduates are expected to contribute substantially to the improvement of the lives of individuals in our changing, technologically complex, and increasingly diverse society and to promote and conduct research designed to improve and advance the counseling profession.

## **Course Overview:**

Many of our positive notions about higher education, its values, and its contributions to society are based on elite institutions in the Northeastern, Midwestern, and West Coastal United States. Conversely, colleges and universities located in the Deep South are often stereotyped as being non-inclusive, athletics centered, and unscholarly. As student affairs scholars who study in the South and/or who will continue their careers in Southern institutions, it is important to understand the historical events that have led to such perspectives and the contributions they are making today. Ultimately, such views matter because they will shape the way you recruit students into these institutions, design programs meaningful to student development, interpret campus crises, and carry out administrative decision making.

Thus, this seminar is designed to engage you in understanding, acknowledging, and articulating the context of Southern higher education while challenging you to create a new dialogue around these settings. Through intensive research opportunities, a service-learning experience, and innovative hands-on exercises, you will: a) examine southern higher education through historical, organizational, and public relations lenses; b) critically reflect on the truths, myths, and stereotypes embedded in these perspectives; and c) create updated depictions of the contributions Southern institutions make to higher education in service of outreach for the student affairs profession.

## **Service-Learning Course:**

This course will be taught using a service-learning pedagogy. Service-learning is a type of experiential learning that links meaningful community service with the meeting of academic course objectives. The Southern Association for College Student Affairs (SACSA) will be our community partner for this course. Dr. Deb Kladvko, Past President for SACSA and current Vice Chancellor for Student Life and Services at the University of South Carolina – Aiken will be our partner for this course (note her contact information below). More information about the service-learning project will be distributed throughout the class.

## Course Objectives:

Students participating in this course will:

1. Understand the history, philosophy, trends, and major issues in student affairs in American higher education (CACREP SACC – A.1; CFPO# 3, 4, 11).
2. Recognize the current trends in higher education and the diverse character of postsecondary education environments (CACREP SACC – A.7).
3. Be familiar with the concepts of organizational culture, budgeting and finance, and personnel practices in postsecondary education (CACREP SACC – A.10).
4. Applies knowledge of issues that affect student affairs practice (i.e. public policy, finance, governance, cultural contexts, international education, etc.) (CACREP SACC – B.4).
5. Demonstrate an understanding of the leadership, organization, and management practices that help institutions accomplish their missions (CACREP SACC – B.5; CFPO# 3, 14).
6. Recognize the unique needs of all types of students in postsecondary education (CACREP SACC – E.5).
7. Understand the components of reflection and service-learning as they apply to the application of theory to practice from a classroom to community setting (CFPO # 3, 8).

\*References to CACREP SACC refer to the Student Affairs and College Counseling standards established by the Council for Accreditation of Counseling and Educational Programs.

References to CFPO (Conceptual Framework Program Outcomes) numbers are based on the Mississippi State University College of Education Advanced Graduate Program Conceptual Framework.

## Required Texts:

There are no required texts for this course, however the attached reading list outlines both required and suggested materials to deepen our knowledge base, provide direction for data collection, and help in the process of discovery. Materials available widely will be posted on the Blackboard Learn site. Students are encouraged to add materials and references to the site as research uncovers potentially useful sources

## Suggested Student Activities:

1. **Participation – 10 points.** Students are required to attend all sessions of the class, both on-campus and during the week of travel. In addition, students will be evaluated on their contributions to their project groups and to the overall class. See point distributions and descriptions below.

- **Excellent** – Active participation through leading, originating, informing, challenging contributions that reflect in-depth study, thought, and analysis of the topic. This does not mean dominating the discussion or talking for the sake of talking (9-10 points).
- **Satisfactory** – Reactive participation with supportive, follow-up contributions that are relevant and of value, but rely on the leadership and study of others, or reflect opinion rather than study, thought and reflection (7-8 points).
- **Marginal** – Passive participation including being present, awake, attentive, but not actively involved (4-6 points).
- **Unsatisfactory** – Uninvolved, including being absent, late, present but not attentive, making irrelevant contributions that inhibit the process of the discussion exhibiting disrespect or incivility, or dominating discussion to the point of precluding the contribution of others (0-3 points).

**2. Signature Assignment: Digital Narrative Projects – 45 points.**

The Digital Narrative Project will comprise the signature assignment for the class. Designed around the service-learning pedagogy, the project will contribute an outcome to a community partner, involve intensive reflection, and provide recursive opportunities for both students and the community to benefit from the effort. Students will complete this project in small groups that will be assigned on the first day of class. To guide your efforts along the way and provide valuable feedback, groups will be assigned a faculty coach from the three instructors leading the class. With these resources at hand, each group will be responsible for exploring a unique topic related to Southern higher education and will be responsible for the following deliverables.

***Part A. Group Data Collection Strategy Overview (5 points).*** The purpose of our site visits for this class is to collect hands-on information that will: a) help us gain a deeper understanding of the contributions different types of Southern institutions are making to higher education; and b) serve as the content for a digital narrative to highlight these contributions. To achieve these goals, it will be important for each group to develop some expertise about their topic, the institutions we will visit, our community partner's interests, and about the potential intersection of the three before we embark upon our journey.

To these ends, each student group will meet virtually (prior to class departure) to develop a group focus, perform preliminary research, and develop a strategic plan related to obtaining information pertinent to the digital narrative.

The strategic plan includes the following:

1. Team Name and Vision Statement. Who are you? Why did you choose your team name? How does it relate to the “theme” you are studying for our class? Consider your plan. What do you intend to accomplish as a team? Share your vision with us.
2. Background information on the community partner (SACSA). What have you discovered about our partner? Who are they? What do they bring to the field of higher education? What is their mission? What makes them unique as they relate to southern higher education institutions?
3. Description of how the group’s topic relates (or may relate) to the needs of our community partner (SACSA).
4. Brief statement on how the culture of each of the six institutions might provide insight into the group’s topic.
5. Discussion of the types of artifacts your group will seek out to deepen your understanding of the topic at the site institutions.
6. Two to three questions that you will use to “look” for this aspect of institutional culture at each site visit, especially when you have an audience with on-campus administrators. Please note that there are a lot of resources to help get you started, including an in-class discussion with our community partner, institutional websites, news stories, videos, blogs, and scholarly articles. Be sure to cite any resources you in APA style.

The strategy will be submitted as a group, should not exceed three (3) pages, and must be posted on Blackboard. Groups should be prepared to discuss their strategic plans with their faculty coaches.

***Part B. Student-Led Discussion (10 points).*** Each team will be designated a time on Thursday or Friday evening to lead an activity/discussion based on their assigned theme. The theme overview should be based on readings, research, and any additional insights drawn from collecting data the field to that point in time. The discussion should take no more than 30 minutes.

***Part C. Digital Narrative (30 points).*** For the final project, each team will be responsible for producing a 4-6 minute digital narrative. Drawing upon the data collected at the various field sites, digital narratives must address: a) the culture of southern higher education across different states and institutional types; b) the ways that southern institutions contribute to national dialogues on assigned topics; and c) the unique contributions that southern institutions make to American higher education, generally (see rubric and attached information). On the last day of class, the digital narratives will be presented to our community partner and a discussion will be held about the learning process.

### **3. Media Review – 20 points.**

Within the two-week timespan of the class, each student will be responsible for either a) reading a book; b) reading three scholarly journal articles; or c) watching a documentary. The media of your choosing should address either Southern higher education or the topics assigned to the groups (i.e. Organization, Tradition, and Governance, Athletics, Religion, Student Activism, and Political Views, Diversity, and Historical Perspectives). As a note, this is your opportunity to select topics that interest you most. The media you choose does not necessarily need to align directly with the topic YOUR group has been assigned. Faculty have offered suggestions identified in the recommended reading list or you may bring in new pieces. If you select your own media, it must be approved by your faculty coach before proceeding to ensure that it is on topic. Also, include any relevant links, references, or PDFs on the Blackboard Learn site.

In addition to informally incorporating insights from the media into your discussions, reflections, and potentially the assembly of the digital narrative, each student will be responsible for submitting a formal report that: a) summarizes the content of the material(s); b) offers insights about how the material deepens your understanding of southern higher education institutions; and c) identifies 2-3 questions this source raises for the future of Southern higher education. The final report should be between 4-6 pages, double spaced, and follow APA style guidelines.

### **4. Daily Journal – 20 points.**

Reflection is a key component service-learning as it provides you with an opportunity to link your meaningful community service to our course objectives. Therefore, each student will be required to keep a daily journal detailing your experiences, what you are learning about our sites and Southern higher education, “aha” moments about your own growth through this process, and interesting questions we should discuss as student affairs practitioners.

Students may keep their reflections in writing via a notebook or in some online format. There must be at least seven entries in the journal, one for each day of travel: Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. Each student must submit or transcribe his/her journal entries into the Blackboard Learn Journal. In addition, each student will be required to engage in a short video interview before and after the class trip.

### **5. Travelogue Blog – 5 points.**

In addition to sharing this trip with our co-travelers, we also would like the opportunity to share experiences with colleagues who may not be able to join us along the way. To do so, we will create a public blog that will document our daily experiences and learning opportunities. Although students may submit a posting to the trip blog at any time, each group will be responsible for taking the lead for

creating content on each day of the trip: Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday. At a minimum, a group's entry should detail the events scheduled for that day and related reflections appropriate for public posting. While one group is responsible for mobilizing information on the blog each day, each group is encouraged to solicit information, reflections, and opinions from their classmates to create in-depth content. Blog entries are due by midnight of your assigned date. Mr. Jacob Haun from Mississippi State University will be responsible for coordinating the blog. Please get in touch with him when it is your group's turn to post.

### **Academic Integrity/Honor Code Policy:**

Mississippi State University has an approved Honor Code that applies to all students. The code is as follows:

**"As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do."**

Upon accepting admission to Mississippi State University, a student immediately assumes a commitment to uphold the Student Honor Code, to accept responsibility for learning, and to follow the philosophy and rules of the Student Honor Code. Students will be required to state their commitment on examinations, research papers, and other academic work. Ignorance of the rules does not exclude any member of the MSU community from the requirements or the processes of the Student Honor Code. For additional information please visit: <http://www.honorcode.msstate.edu/>

In light of MSU's Honor Code and your personal integrity, you will be held accountable to the highest standards for academic integrity in this course. Students are expected to be honest in all academic activities. Students should immediately ask about assignments and group work before beginning assignments. Academic misconduct will be taken very seriously in this course. Sanctions for violating

MSU's Honor Code range from an XF (failure of the course with a notation on your transcript) to removal from graduate school and suspension. ANY act of academic dishonesty will be reported to the university, will result in a grade of zero for the relevant assignment, and may be grounds for failure in the course.

### **Technology:**

Students will use a variety of digital media to construct and present various project in this course.

### **Nondiscrimination Policy:**

Mississippi State University does not discriminate on the basis of race, color, religion, national origin, sex, age, disability, or veteran status. Mississippi State University conforms with Title IX of the education amendments of 1972, section 503. The Department of Counseling and

Educational Psychology’s Counseling Program at Mississippi State University encourages the recruitment, acceptance, and enrollment of diverse individuals including students from traditionally underrepresented groups. Efforts are made to ensure that programs are diverse in terms of age, gender, ethnicity, race, sexual orientation, religion, socioeconomic status and disability. Members of underrepresented groups are strongly encouraged to seek admission in the Counseling Program. The Counseling program also seeks to engage in opportunities to retain and support a diverse and inclusive learning community.

**Accommodations for Persons with Disabilities:**

In accordance with University policy, Students with disabilities requiring accommodations to meet the expectations of this course are encouraged to bring this to the attention of the instructor and should register with the Office of Student Support Services as soon as possible. The Office of Student Support Services and Disability Support Services is located in Montgomery Hall. Their phone number is (662) 325-3335 and their web address is <http://www.sss.msstate.edu/>

**Field Experience:**

As this is a service learning course, students will participate in field experiences during the course.

**GRADING SCALE**

Participation	10
Signature Assignment	45
<i>Data Collection Strategy Overview (5)</i>	
<i>Student Led Discussion (10)</i>	
<i>Digital Narrative (30)</i>	
Daily Journal	20
<i>Pre-Travel Video Interview (3)</i>	
<i>Travel Reflections Sunday (2)</i>	
<i>Travel Reflections Monday (2)</i>	
<i>Travel Reflections Tuesday (2)</i>	
<i>Travel Reflections Wednesday (2)</i>	
<i>Travel Reflections Thursday (2)</i>	
<i>Travel Reflections Friday (2)</i>	
<i>Travel Reflections Saturday (2)</i>	
<i>Post-Travel Video Interview (3)</i>	
Travelogue Blog	5
Media Review	20

---

**Total Points Possible:**

**100 points**

**Grade Determination:**

- A = 90 – 100 points
- B = 80 – 89 points
- C = 70 – 79 points
- D = 60 – 69 points
- F = 59 points and below

**\*Please Note:** All assignments are due on the dates and times indicated on the schedule. Late assignments will NOT be accepted unless we have made other arrangements *prior to class*. Late assignments may receive little or no written feedback.

Papers and citations should be submitted in APA Style (6th edition)

### Incomplete Grades

A grade of “I” (Incomplete) may be submitted in lieu of a final grade when the student, because of illness, death in his or her immediate family, or similar circumstances beyond his or her control, is unable to complete the course requirements or to take final examinations). Graduate students who receive a grade of “I” must complete all work no later than the last day of class of the next semester (excluding summer) whether the student is enrolled or not. Failure of graduate students to remove an “I” grade during the specified time will result in an automatic grade of “F”. Once a grade of “I” has been converted to an “F” because of a student’s failure to complete the necessary course work or a lapse of the allowable time, no additional grade change will be allowed except under extreme circumstance(s) as recommended by the relevant deans and approved by the Provost and Executive Vice President.

### Cell Phone and Technology Policy

Cellphones, laptops, and other technologies prove to have a downside and an upside in classroom settings. The downside is that use of these technologies can distract the technology user from the lesson at hand and can be disruptive to fellow students as well as the instructor. Therefore, MSU holds a general policy for cell phone and technology use in the classroom. It reads:

In order to limit classroom disruptions, as well as to protect against academic misconduct, the use by students of cell phones, messaging devices and other electronic devices is prohibited in the classroom. (*Mississippi State University Academic Operating Procedure 10.08*).

However, the upside to cellphones, laptops, and other related technologies in the classroom is that they open possibilities for engaging classroom material in dynamic ways (e.g., providing examples from your work, finding evidence to support class lessons, looking up library resources). Therefore, I personally encourage students to bring technologies to class for use in classroom related activities.

Students who abuse the privilege of having technology in the classroom by engaging in activities unrelated to class (e.g., text messaging, talking on the phone, answering cell phones in class, surfing the web, posting to social media) will see a significant reduction in their participation grade and will be dismissed from class. No exceptions.

### Civility Statement

Our class needs to be a participatory community if students are to fulfill their potential for learning. Thus, people who disrupt the community by their words or actions (rude, overly sarcastic, disrespectful speech or disruptive behavior) will not be allowed in class. In order to achieve our educational goals and to encourage the expression, testing, understanding, and the creation of a variety of ideas and opinions, respect must be shown to all.

### Department Retention Policy

The Department of Counseling and Educational Psychology faculty endorse the American Counseling Association (ACA) and the American Psychological Association (APA) Code of Ethics that state that faculty members have a responsibility to dismiss students who are unable to render competent service due to academic or personal limitations. The faculty also recognizes their obligation: to assist students in obtaining remedial assistance as needed; to consult with colleagues and document their decision to refer students for assistance or to request that students be dismissed from the program; and also to assure that students have adequate recourse to address decisions made. For more information visit: \_

[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

### Academic Programs Standards Policy

The Department of Counseling and Educational Psychology defines unsatisfactory performance in graduate level course work as a grade of U, D, or F in any course and/or more than two grades below a B.

Failure of the master's comprehensive examination twice, failure of the written doctoral preliminary/comprehensive examination twice, oral doctoral preliminary/comprehensive examination twice, or failure of the doctoral dissertation defense twice also constitute unsatisfactory performance. Any of these or combination of these will result in termination of the student's graduate program in the department. For more information visit: \_

[http://www.cep.msstate.edu/handbooks/pdf/2010\\_Graduate\\_Student\\_Handbook.pdf](http://www.cep.msstate.edu/handbooks/pdf/2010_Graduate_Student_Handbook.pdf)

### **Course Instructor Policies:**

#### Absences

Members of the faculty evaluate student fitness and performance on an ongoing-basis. The faculty makes judgments as to students' fitness and performance based on

observations of course performance, evaluations of students' performances in simulated practice situations, supervisors' evaluations of students' performances in clinical situations, and their adherence to their discipline's codes of ethics. A series of formal evaluations are conducted at key stages of the student's education such as at the end of each fall and spring semester and prior to enrollment in practicum and/or internship. In addition to reviewing students' academic performance, students' dispositions and professionalism are evaluated using the Graduate Student Review and Evaluation Form. Students with multiple absences are also evaluated to determine their continued success in the program.

### Missed Exams

There will be no makeup exams without instructor permission.

### Missed Assignments

All assignments are due at the beginning of class. Late assignments will not be accepted unless alternate arrangements have been made with the course instructor.

### Written Assignment Policy

Students are expected to adhere to the APA style guidelines (6th ed.) for all written assignments submitted. Papers are expected to be of professional quality including clear and concise language, free of any grammar and punctuation errors, and organized to flow. In addition, all work submitted should be the result of the student's own original efforts. All submitted assignments that do not meet these standards will be graded accordingly.

### E-mail Policy

Each student at MSU has access to an individual e-mail account through the university e-mail system. All students are expected to activate this e-mail account and to check messages on a regular basis. Announcements and attachments as supplements to the textbook may be sent periodically to class members through Blackboard Learn. Students will be held responsible for accessing any e-mail or materials posted for this course. The e-mail and Blackboard Learn systems are helpful for maintaining communication between the instructor and students.

### Dress Code Policy

For the bulk of our class, business casual is the required dress. On our trip, women should take extra care to ensure that they are wearing appropriate attire that is not revealing. One institution, Bob Jones University, has asked us to ensure that we are wearing attire that is appropriate and meets their code of conduct. For this day, please make sure that you are wearing dress pants (no holes please) and a polo appropriate for your institution.

## RECOMMENDED READING LIST

### Books

- Barefoot, D. W. (2004). *Haunted halls of ivy: Ghosts of Southern colleges and universities*. Winston-Salem, NC: John F. Blair.
- Benedict, J., & Keteyian, A. (2013). *The system: The glory and scandal of big-time college football*. New York: Doubleday.
- Cecelski, D. (1994). *Along freedom road: Hyde County, North Carolina, and the fate of Black schools in the South*. Durham, NC: The University of North Carolina Press.
- Cohen, R & Snyder, D. (2013) *Rebellion in Black and White: Southern student activism in the 1960s*. Baltimore, MD: Johns Hopkins Press.
- Coulter, E. (1928). *College life in the old South*. New York: The Macmillan Company.
- Cox, M. S. (2013). *Segregating soldiers: Military training at historically black colleges in the Jim Crow South*. Baton Rouge, LA: Louisiana State University Press.
- Ellis, M. (2004). *Dean W. Colvard quiet leader*. Charlotte, NC: The University of North Carolina at Charlotte.
- Farnham, C. (1994). *The education of the southern belle: Higher education and student socialization in the antebellum south*. New York, NY: New York University Press.
- Jacobsen, R. H. & Jacobsen, D (2012). *No longer invisible: Religion in university education*. Oxford: Oxford University Press.
- Kean, M. (2008). *Desegregating private higher education in the South: Duke, Emory, Rice, Tulane, and Vanderbilt*. Baton Rouge: Louisiana State University Press.
- Key, B. (2011). *“Out-democrat’ the democrats” : Religious colleges and the rise of the republican party in the South—A case study*. Gainesville, FL: University Press of Florida.
- Lupton, R. (2011). *Toxic charity: How churches and charities hurt those they help (and how to reverse it)*. New York, NY: HarperCollins.
- Martin, C. (2010) *Benching Jim Crow: The rise and fall of the color line in Southern college sports, 1890 – 1980*. Champaign, IL: The University of Illinois Press.
- McCandless, A. (1999). *The past in the present: women's higher education in the twentieth-century American South*. Tuscaloosa: University of Alabama Press.

Roose, K. (2009). *The unlikely disciple: A sinner's semester at America's holiest university*. New York, NY: Grand Central Publishing.

Sansing, D. G. (1990). *Making haste slowly: The troubled history of higher education in Mississippi*. Jackson, MS: University Press of Mississippi.

Smith, W. A., Altbach, P. G., & Lomotey, K. L. (2002). *The racial crisis in American higher education*. Albany, NY: State University of New York Press.

Wallenstein, P. (2008). *Higher education and the civil rights movement: White supremacy, black southerners, and college campuses*. Gainesville, FL: University Press of Florida.

Ware, S. (2011). *Game, set, match: Billie Jean King and the revolution in women's sports*. Durham, NC: The University of North Carolina Press.

### **Documentaries**

American Public Television (2013). The education of Harvey Gantt.

Channing, S. (2004). February one: The story of the Greensboro four. California Newsreel.

Corben, B. (2009). The U. ESPN.

Frankowski (2008). Expelled: No intelligence allowed.

Goslins, R. (2008). 'Bama girl.

Mitchell, F. (2012). Ghosts of Ole Miss. ESPN.

### **Scholarly Journal Articles**

Angulo, A. J. (2005). William Barton Rogers and the southern sieve: Revisiting science, slavery, and higher learning in the Old South. *History of Education Quarterly*, 45(1), 18-37.

Clark, J. K., Eno, C. A, & Guadagno, R. E. (2011). Southern discomfort: The effects of stereotype threat on the intellectual performance of U.S. Southerners. *Self and Identity*, 10, 248-262.

Miller, P. B. (1997). The manly, the moral, and the proficient: College sport in the New South. *Journal of Sport History*, 24(3), 285-316.

Mohr, C. L. (2009). Minds of the New South: Higher education in Black and White, 1880-1915. *Southern Quarterly*, 46(4), 8-34.

Thomson, R. (1970). Colleges in the revolutionary south: The shaping of a tradition. *History of Education Quarterly*, 10(4), 399-412.

## **DIGITAL NARRATIVE ASSIGNMENT**

### *Using PowerPoint to Create Your Digital Narrative*

1. Analyze your reflections in this class (see the class blog) and review your discussions throughout the trip. Highlight key terms or moments when you felt like you noticed or better understood the impact of Southern higher education institutions in a way you had not done previously.
2. Write out your “script” addressing the essential question: How have southern higher education institutions impacted higher education? Think through and articulate your team’s experience as it relates to our community partner’s needs. Your narrative should be short and concise (around 400-500 words) and written from the team’s perspective (individual “aha” moments can be shared as well).
3. Review your narrative and add slash marks (//) to indicate where a photo might be placed.
4. Collect photos on Google using an advanced search “free to use and share” filter that document or illustrate the keywords or ideas you highlighted. Or, use your own personal photos.
5. Make a PowerPoint slideshow with a new slide for each image idea.
4. Use the “record narration” function to add your voice narrating your story. You are required to add background music.
5. Under the “File” tab, save your PowerPoint as a PowerPoint show, and you should be done!
6. Post your digital narrative and script to our class Blackboard Learn site and email it to Dr. Molina.

If you need more information about creating a digital narrative with PowerPoint you can review the following YouTube video (see <http://www.youtube.com/watch?v=CP4cqpDQ6h4>) or search for “making a digital story in PowerPoint” or “making a PowerPoint movie.”

\*Please note that if you are more familiar with another piece of software (i.e. Movie Maker, Camtasia, Microsoft Photo Story, etc.) feel free to use that software to create your narrative. Remember, narratives are to be four to six minutes.\*

Digital Storytelling Samples:

Dr. H’s example on the Blackboard Learn site

Psychology Capstone Course:

<http://www.youtube.com/watch?v=LTXL7uYc-NA&feature=youtu.be>

Co-curricular Service experience (Alternative Break Trip):

[http://youtu.be/I9\\_FAVZxXkc](http://youtu.be/I9_FAVZxXkc)

Graduate student in Museum Studies:

Google “Justin Ellis Epsilen”, then click on “Videos”

Other Resources:

The Seven Elements of Digital Storytelling:

<http://www.youtube.com/watch?v=a1f-FXgJZM>

URL for Video on Gathering Images:

<http://connect.iu.edu/p2l850pbun6/>

Center for Digital Storytelling

<http://www.youtube.com/user/CenterOfTheStory>

### **Digital Narrative Components and Rubric, 30 points total**

**Essential Question:** How have southern higher education institutions impacted higher education?

**Purpose:** Your narrative should be short and concise (around 400-500 words). When studying the requirements for this assignment, keep in mind that these components do not have to be addressed in the order or in isolated sections as they appear below. These elements should be seamlessly integrated.

**Time Frame:** 4-6 minutes total

Rubric:

Identifies at least one (no more than three) aspect(s) of the culture of southern higher education institutions across different states and institutional types experienced during this class (it could be governance, tradition).	<b>7 points</b>
Elaborates on the ways in which southern institutions contribute to national dialogues on one or more of our class topics. Tangibly articulates at least one of these ways based upon our class trip experience.	<b>6 points</b>
Provides examples of the unique contributions southern institutions make to higher education in general (examples may come from the on-campus discussions, individual research, course readings, or overall trip experience).	<b>7 points</b>
Critical reflection and evaluation of how the class trip experience relates to our community partner’s needs.	<b>5 points</b>
Digital narrative voiceover is clear, without additional background sounds, provides graphics, and kept within timeframe.	<b>5 points</b>
<b>TOTAL:</b>	<b>30 points</b>

**Dr. Heiselt's Digital Narrative Script  
(SAMPLE)**

**(400-500 words)**

I was asked recently to reflect on my journey into Student Affairs.// In that reflection I took a trip down memory lane//and I flashed immediately to my undergraduate years.//As an 18-year old, my best friend and I applied to the same undergraduate university.//I was accepted, but unfortunately,//she was not. This left me with a decision to make.//While my friend decided to opt for a smaller school, I decided to go without her, leave my home of Anaheim, California,// and head to the unknown and strange territory//of Provo, Utah.

I knew virtually no one when I moved hundreds of miles away to Brigham Young University//. And after I first stepped on campus I took one look around and I knew that I was definitely not in Kansas anymore Toto//. I also learned something about weather.//By the way, did you know it snows (a lot) in Utah?// I soon met several women in my residence hall and they asked me to join them.//They wanted me to sign-up to be in something called RHA//. I thought RHA sounded like fun. But in essence, I was a sheep//, and I followed my newly formed friends// and got involved in something I really had no clue about.//Little did I know then the way that application would shape my life.

A few weeks later, the RHA officers were announced//and I received a position. Unfortunately, my friends did not obtain one//. Shocked by the news//I informed my friends that there was no way I would serve on RHA without them. But they wouldn't let me say no//. They told me it was my duty// to represent them and to serve/// on RHA. After some convincing, I took the job// and that was the beginning of my Student Affairs journey//.

My journey has taken me through many worlds.//Including those of Housing, Greek Life, Nontraditional Student Services, and eventually to the world I live in now.//Academia where I became a professor. I am still on my journey as I direct a Center at Mississippi State University and work with amazing students in Student Affairs.//But you know what gets me going everyday of the week? I never know// what the day will be like, what I might experience, or which student life I may influence//. My journey has become intertwined with the journeys of those around me.// The journeys of those students, colleagues, and friends that continue to influence me. These networks// tie us together regardless of geography//and have shaped the path of my journey. I continue to grow and learn.//And I look forward to my next steps//on the Student Affairs path.