

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

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Present

Proposed

Supply all information asked for in this column.(Supply core, research intensive and transfer module info if applicable)

Fill in appropriate blanks only where entry differs from first column.

College*: J Herb College of Education
Dept/Academic Unit*: Early Childhood, Physical and Special Education
Course Alpha/Numeric*: HED 5960

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Dept/Academic Unit: Early Childhood, Physical and Special Education
Course Alpha/Numeric: HED 5960

Course Title: Diversity in Practice

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Credit hours: Fixed: 4 or Variable: to

Credit Hours: Fixed: 3 or Variable: to

Cross Listings:

Cross Listings:

Insert Remove
To add a course, type in course ID and click the Insert button.
To remove a course, select the course on left and click the Remove button.

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To add a course, type in course ID and click the Insert button.
To remove a course, select the course on left and click the Remove button.

Prerequisite(s)(if longer than 50 characters, please place it in Catalog Description):

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Corequisite(s)(if longer than 50 characters, please place it in Catalog Description):

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Catalog Description (only if changed) 75 words max:

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Has course content changed?

 Yes

 No

If course content is changed, give a brief topical outline of the revised course below(less than 200 words)

The following content is being removed to the new course:

- * Characteristics of diversity communication
- * Introduction to Pyramid and Models
- * Leadership in practice
- * Career and future planning
- * Cultural competency


The following major assignments are being removed:


- * Two exams

Proposed effective term*: (e.g. 201140 for 2011 Fall)

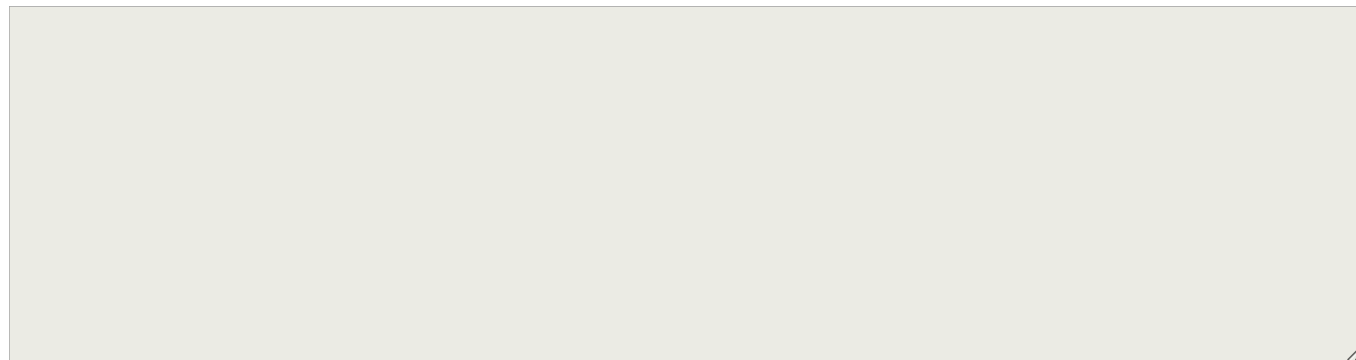
File Type	View File
Syllabus	View

List any course or courses to be deleted.

Effective Date: 

Effective Date: 

Comments/Notes:

**Rationale:**

Three approved 4-credit courses in the approved 12-credit Master's level Diversity Certificate are being reconstituted to 3-credit courses. The content removed from each of these courses in the area of diversity leadership and media impact on diversity will make them 3-credit courses and contribute to a new 3-credit course - Diversity leadership.

Approval:

Department Curriculum Authority:	Leigh Chiarelott	Date	2017/05/08
Department Chairperson:	Laurie Dinnebeil	Date	2017/05/08
College Curriculum Authority or Chair:	Jenny Denyer	Date	2017/05/08
College Dean:	Richard Welsch	Date	2017/05/08
Graduate Council:	Andrea Kalinoski (GCEC 08-11-17)	Date	2017/08/16
Dean of Graduate Studies:	Amanda C. Bryant-Friedrich	Date	2017/08/16
Office of the Provost :	Margaret F. Traband	Date	2017/08/17

print

Administrative Use Only**Effective Date:**

2017/08/17



(YYYY/MM/DD)

CIP Code:


Subsidy Taxonomy:

Program Code:

Instructional Level:

Registrar's Office Use Only

Processed in Banner on:

Processed in Banner by:

Banner Subject Code:

Banner Course Number:

Banner Term Code:

Banner Course Title:

Diversity in Practice

The University of Toledo
Judith Herb College of Education
HED 7960
3 Hours

Instructor: Dr. Shanda L. Gore
Office Hours: By Appointment
Office Location: 1000F Gilham Hall
Office Phone: 419-530-7742
Email: shanda.gore@utoledo.edu

Term: Spring 2018
Class Location/Times: Online
Lab Location/Times: Online
Course Website: [Blackboard Learn](#)
Instructor's Website: www.utoledo.edu/OEDC

COURSE/CATALOG DESCRIPTION

Review of the different dimensions of diversity, understanding of laws that are in diversity-related areas, and exploration of diversity in a health care setting.

COURSE OVERVIEW

Welcome to Diversity in Practice! The course is designed to explore dimensions of diversity in different settings like that in health care. Dimensions of diversity will include global citizenship, socioeconomic diversity, religious diversity, gender and gender identity, LGBTQ, ADA laws, race and ethnicity, successful aging, and harassment and bullying. Through assigned online readings, exercises, discussions, and small group activities you will gain an understanding of specific dimensions of diversity and be able to assess and improve your competency when interacting with others that are different from yourself.

COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. Demonstrate an awareness of and sensitivity to different dimensions of diversity on local and global scales.
2. Recognize and understand diversity in a health care setting and its positive impact on patient care.
3. Obtain skills with self assessment, observation, listening, and communication in relation to groups and effects of privilege.
4. Examine the ability to recognize harassment, discrimination, and bullying.
5. Identify and explain importance of current laws related to protect diverse groups.
6. Recognize and diminish defensive behavior through creating supportive communication climates.

TEACHING STRATEGIES

This fully online course is designed to stimulate student learning through the web-based delivery of readings, video, and audio, as well as collaborative activities involving asynchronous discussion and group projects. No on-campus meetings will be required.

WORKWEEK

In this fully online course, weeks run from Mondays through Sundays: specifically, they begin at 12:01 AM Monday morning and end at 11:59 am on Sunday. The materials for any week will be posted by Monday

morning of that week, if not earlier, under the appropriate folder. Begin each week on Monday by checking the schedule and then viewing the content for the week under Weekly Content.

PREREQUISITES

None.

TECHNICAL SKILLS

To succeed in this course, it will be important for learners to possess the following technical skills:

1. Rename, delete, organize, and save files.
2. Create, edit, and format word processing and presentation documents.
3. Copy, paste, and use a URL or web address.
4. Download and install programs and plug-ins.
5. Send and receive email with attachments.
6. Locate and access information using a web search engine.
7. Use chat or IM software for real-time communication.
8. Use a learning management system.

REQUIRED TEXTS AND MATERIALS

Allen, J. O. (2015, January 23). Ageism as a risk factor for chronic disease. *The Gerontological Society of America*, 1-6. Retrieved March 11, 2015

Bucher, R. D. (2013). *Diversity consciousness: Opening our minds to people, cultures, and opportunities*. (4th Edition). Prentice Hall: Upper Saddle, N.J.

Connolly, C. (2002, March 22). Report says minorities get lower-quality health care. *Washington Post*, A02. (LIB GUIDE)

Gregor, S. (October 2004). Fighting back: Workplace bullying in Australia. InPsyc. Retrieved from http://www.psychology.org.au/publications/inpsych/workplace_bullying/

Jirwe, M., Gerrish, K., & Emami, A. (2006). The theoretical framework of cultural competence. *Journal of Multicultural Nursing & Health (JMCNH)*, 12(3), 6-16.

Harvard University. Encountering religious diversity: From diversity to pluralism. The Pluralism Project. from <http://pluralism.org/encounter/challenges>.

Harvard University. Encountering religious diversity: We the people.... The Pluralism Project. from <http://pluralism.org/we-the-people>.

King, T. E., Jr., Dickinson, T. A., DuBose, T. D., Jr., Flack, J. M., Hellmann, D. B., Pamies, R. J., . . . Wesson, D. E. (2004). The case for diversity in academic internal medicine. *American Journal of Medicine*, 116(4), 284-289. doi: 10.1016/j.amjmed.2003.12.015 (LIB GUIDE)

Levinson, W., Roter, D. L., Mullooly, J. P., Dull, V. T., & Frankel, R. M. (1997). Physician-patient communication. The relationship with malpractice claims among primary care physicians and surgeons. *JAMA*, 277(7), 553-559. (LIB GUIDE)

Lutgen-Sandvik, P.; Namie, G. & Namie, R. (2009). Workplace bullying: Causes, consequences, and corrections. In P. Lutgen-Sandvik & B. D. Sypher (Eds.), *Destructive organizational communication: Destructive organizational communication: Processes, consequences, and constructive ways of organizing*, 41-88. New York: Routledge Press (http://wikiway.net/images/1/1c/Lutgen_Workplace_Bullying.pdf)

Merriam, S. B., & Kee, Y. (2014). Promoting community wellbeing: The case for lifelong learning for older adults. *Adult Education Quarterly*, 64(2), 126-144. doi:10.1177/0741713613513633

Nelson, A. (2002). Unequal treatment: Confronting racial and ethnic disparities in health care. *Journal of the National Medical Association*, 94(8), 666-668. (LIB GUIDE)

Sherry, M., Thomas, P., & Chui, W. H. (2010). International students: A vulnerable student population. *Higher education*, 60(1), 33-46 (LIB GUIDE)

Thompson, A. & Cuseo, J. B. (2009). Diversity and the college experience. Dubuque, IA: Kendall Hunt Publishing.

RECOMMENDED TEXTS AND MATERIALS

Cass, V. (1984). Homosexual identity formation: Testing a theoretical model. *Journal of Sex Research*, 20, 143-167. (LIB GUIDE)

Deering, A., Dilts, R., & Russell, J. (2003). Leadership cults and cultures. *Leader to Leader*, 28, 31-38. (LIB GUIDE)

Harrington, M. (2011). Tackling generational diversity. *Profiles in Diversity Journal*, 11, 64-60.

Robins, L. S., Fantone, J. C., Hermann, J., Alexander, G. L., & Zweifler, A. J. (1998). Improving cultural awareness and sensitivity training in medical school. *Academic Medicine*, 73(10 Suppl), S31-34.

Sullivan Commission. (2004). *Missing persons: Minorities in the health professions. A report of the Sullivan Commission on Diversity in the Healthcare Workforce*. Retrieved from <http://www.aacn.nche.edu/Media/pdf/SullivanReport.pdf>

Wage Project Web site. Retrieved October 17, 2013, from www.wageproject.org/index.php

Wringe, C. (2006). And global citizenship? *Moral education: Beyond the teaching of right and wrong*, 14, 152-158: Springer Science & Business Media.

TECHNOLOGY REQUIREMENTS

Browser Check Page

Students need to have access to a properly functioning computer throughout the semester. [The Browser Check Page](#) will enable you to perform a systems check on your browser, and to ensure that your browser settings are compatible with Blackboard, the course management system that hosts this course.

Software

Student computers need to be capable of running the latest versions of plug-ins, recent software and have the necessary tools to be kept free of viruses and spyware. The computer needs to run the following software, available in the [Online Learning Download Center](#).

- Word Processing Software
- Adobe Acrobat Reader

- Apple QuickTime Player
- Java Plugin Console
- Adobe Flash Player
- Adobe Shockwave Player
- Mozilla Firefox Browser - Recommended

Internet Service

High-speed Internet access is recommended as dial-up may be slow and limited in downloading information and completing online tests. This course does contain streaming audio and video content.

Use of Public Computers

If using a public library or other public access computer, please check to ensure that you will have access for the length of time required to complete tasks and tests. A list and schedule for on-campus computer labs is available on the [Open Lab for Students](#) webpage.

UT Virtual Labs

Traditionally, on-campus labs have offered students the use of computer hardware and software they might not otherwise have access to. With UT's Virtual Lab, students can now access virtual machines loaded with all of the software they need to be successful using nothing more than a broadband Internet connection and a web browser.

The virtual lab is open 24/7 and 365 days a year at [VLAB: The University of Toledo's Virtual Labs](#).

COURSE POLICIES**Policy Statement on Academic Dishonesty**

Academic dishonesty will not be tolerated. Please read [The University's Policy Statement on Academic Dishonesty](#).

Copyright Notice

The materials in the course website are only for the use of students enrolled in this course for purposes associated with this course, and may not be retained or further disseminated.

GRADING POLICIES

Student work will be assessed as follows. Specific guidelines, grading criteria, and a timeframe for grades and feedback will be provided as each assignment is announced:

Assignments	Grading Scale
<p>#1 Global Diversity 60 pts. (12% of Grade)</p> <p>#2 Gender and Society 65 pts. (13% of Grade)</p> <p>#3 Advocacy Project: Anti-Bullying Program 75 pts (15% of Grade)</p> <p>TOTAL = 200 points</p>	<p>A 500 - 468</p> <p>A- 467 – 449</p> <p>B+ 448 – 433</p> <p>B 432 – 418</p>
<p>Exams</p> <p>Exam 1 100 pts. (10% of Grade)</p> <p>Final Exam 100 pts. (10% of Grade)</p> <p>TOTAL = 200 points</p>	<p>B- 417 – 398</p> <p>C+ 397 – 383</p> <p>C 382 – 368</p>
<p>Other Participation Assignments</p> <p>Dimensions Exercise 5 pts. (1% of Grade)</p> <p>Word Meaning Exercise 5 pts. (1% of Grade)</p> <p>Self-Assessment Socioeconomic Diversity 10 pts. (2% of Grade)</p> <p>ADA Investigation Exercise 10 pts. (2% of Grade)</p> <p>Aging Perceptions 10 pts. (2% of Grade)</p> <p>Reflection Postings-5 total 10 pts. (2% of Grade)</p> <p>Diversity in the Movies Exercise 30 pts. (6% of Grade)</p> <p>Health Care and Diversity Exercise 20 pts. (4% of Grade)</p> <p>TOTAL = 100 points</p>	<p>C- 367 – 348</p> <p>D+ 347 – 333</p> <p>D 332 – 318</p> <p>D- 317 – 298</p> <p>F 297 - 0</p>

Students are expected to complete and submit all assignments and tests by the due date listed in the Course Schedule. **NOTE: All 5 Reflection Postings must be completed to get the 10 points.**

Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. If an assignment is allowed to be late, points will be deducted. Ask questions as soon as possible by email or by phone if you do not understand an assignment.

NONDISCRIMINATION POLICY

The University of Toledo is committed to a policy of equal opportunity in education, employment, membership and contracts, and no differentiation will be made based on race, color, religion, sex, age, national origin, sexual orientation, veteran status or the presence of a disability. The University will take affirmative action as required by federal or state law. Anyone who feels they may have been discriminated against or harassed can file a complaint by contacting: The Office of Institutional Diversity 419.530.2508. Individuals can also file a complaint anonymously via EthicsPoint Inc. by calling: 888.416.1308. More information on this option is online:

<https://secure.ethicspoint.com/domain/media/en/gui/15496/index.html>

AMERICANS WITH DISABILITIES ACT

The University of Toledo provides educational opportunities to people with disabilities and complying with the ADA, Section 503 and Section 504 of the Rehabilitation Act of 1973 ("the Rehabilitation Act") and other applicable federal and state laws and regulations that prohibit discrimination on the basis of disability. UT Policy Number 3364-50-03

The Americans with Disabilities Act (ADA) requires that reasonable accommodations be provided for students with physical, sensory, cognitive, systemic, learning, and psychiatric disabilities. In accordance with the ADA and university policy, if you have a documented disability and require accommodations to obtain equal access in this course; please contact the instructor at the beginning of the semester to discuss any necessary accommodations. Please contact Student Disability Services for verification of eligibility at 419-530-4981 (voice) or 419-530-2612 (TDD).

COMMUNICATION GUIDELINES

Email:

Students are expected to check their UT email account frequently for important course information. This class is being taught for you, so if you are having trouble understanding any aspect of it, please let me know. I am here to help, and will do my best to respond to email within 24 to 48 hours.

Discussion:

In this fully online course, participation is vital to your success, and your active engagement during weekly discussion is crucial to learning. At the beginning of the term, you will be assigned to a discussion group designed to help you understand assigned readings, learning activities, and course assignments. On Monday morning of each week, a series of discussion questions will be posted in the discussion folder for that week. To earn full credit, you must reply to the initial weekly question by Wednesday at 11:59 PM and respond to the postings of two of your peers by Sunday at 11:59 PM. Please see the Grading Rubric for Online Discussions for complete grading criteria.

Real-Time Communication:

A link to a real-time communication or chat tool has been added to the Course Menu. We will not be using this tool as part of our course assignments; however, the tool is available for you to use if and when you need it. To that end, I would be happy to arrange a time to meet with you in a chat room if you feel that you have questions that would best be answered in real-time. Conversely, you could also use the tool to meet with fellow students online in order to enhance your understanding of course concepts.

Netiquette:

It is important to be courteous and civil when communicating with others. Students taking online courses are subject to the communication regulations outlined in the Student Handbook. To ensure your success when communicating online, take time to familiarize yourself with the "dos" and "don'ts" of [Internet etiquette](#). It is expected that students be non-judgmental, courteous, attentive, calm and professional with peers and me.

TECHNICAL SUPPORT

****If you encounter technical difficulties with Blackboard, please contact the UT Online Help Desk**** at (419) 530-8835 or utdl@utoledo.edu. The Help Desk offers extended hours in the evenings and on weekends to assist students with technical problems. When calling after hours, leave a detailed message, including your Rocket Number and phone number, and an Online Learning staff member will respond on the next business day. The UT Online Help Desk website is available at: <http://www.utoledo.edu/dl/helpdesk/index.html>

****Technical questions related to on-campus Internet access, virtual labs, hardware, software, personal website hosting, and UTAD account management can be directed to UT's IT Help Desk**** at (419) 530-2400 or ithelpdesk@utoledo.edu. The IT Help Desk website is available at <http://www.utoledo.edu/it/CS/HelpDesk.html>.

LEARNER SUPPORT

The University of Toledo offers a wide range of academic and student support services that can help you succeed:

eTutoring Services

[The Ohio eTutoring Collaborative](#), in partnership with The University of Toledo, now provides online tutoring support for all UT students. eTutoring Services are offered in a wide array of subjects, including Writing, Math, Calculus, Statistics, Accounting, Biology, Chemistry, and Anatomy and Physiology.

eLibrary Services Portal

The [eLibrary](#) is a customized gateway to UT Libraries for online students. It was designed to help you locate the best online library resources without leaving Blackboard.

Student Disability Services

[Student Disability Services](#) provides accommodations and support services to students with disabilities.

Counseling Center

[The Counseling Center](#) is the university's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. The Counseling Center staff provide counseling (individual and group), mental health and wellness programming, and crisis intervention services to help students cope with the demands of college and to facilitate the development of life adjustment strategies.

Services for Online Students

Knowing what to do, when to do it, and who to contact can often be overwhelming for students on campus - even more so for distance learners. Visit the [Resources for Current Students](#) webpage to learn more about the wide range of services for online students.