

The University Of Toledo

Existing Graduate Course Modification Form

* denotes required fields

Contact Person*: Penny Poplin Gosetti Phone: 530-2728 (xxx - xxxx) Email: penny.poplin.gosetti@utoledo

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 7910

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Dept/Academic Unit: Early Childhood, Physical and Special Education
Course Alpha/Numeric: HED 7910

Course Title: Diversity Beginnings

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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 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):

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

[Empty text box]

[Empty text box]

Catalog Description (only if changed) 75 words max:

Catalog Description (only if changed) 75 words max:

[Empty text box for catalog description]

[Empty text box for catalog description]

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:

- * Examine group dynamics as they pertain to the media
- * Demonstrate an ability to compare how diversity dimensions are portrayed through different types of mass communication channels
- * Differentiate between what is the messaging about a group being delivered to the public about the group that may not be in mass communication channels


The following major assignments are being removed:

- * Story telling and values
- * Observation Group Dynamics Exercise
- * 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:

Three, 4-credit doctoral level diversity courses were approved in spring 2016 as part of the development of a doctoral level Diversity Certificate designed to be a companion certificate to the already approved master's-level Diversity Certificate. The doctoral Certificate is being submitted for approval concurrently with this course approval.

The approved 4-credit courses designed for the proposed 12-credit doctoral 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.

Rationale:

Approval:

Department Curriculum Authority:	<input type="text" value="Leigh Chiarelott"/>	Date	<input type="text" value="2017/05/10"/>
			
Department Chairperson:	<input type="text" value="Laurie Dinnebeil"/>	Date	<input type="text" value="2017/05/10"/>
			
College Curriculum Authority or Chair:	<input type="text" value="Jenny Denyer"/>	Date	<input type="text" value="2017/05/10"/>
			
College Dean:	<input type="text" value="Richard Welsch"/>	Date	<input type="text" value="2017/05/10"/>
			
Graduate Council:	<input type="text" value="Andrea Kalinoski (GCEC 08-11-17)"/>	Date	<input type="text" value="2017/08/16"/>
			
Dean of Graduate Studies:	<input type="text" value="Amanda C. Bryant-Friedrich"/>	Date	<input type="text" value="2017/08/16"/>
			
Office of the Provost :	<input type="text" value="Margaret F. Traband"/>	Date	<input type="text" value="2017/08/17"/>
			

Administrative Use Only

Effective Date:  (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 Beginnings

The University of Toledo
Judith Herb College of Education
HED 7910
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: Fall 2017
Class Location/Times: Online
Lab Location/Times: Online
Course Website: [Blackboard Learn](#)
Instructor's Website: www.utoledo.edu/OEDC

COURSE/CATALOG DESCRIPTION

This course will review and apply diversity-related theory, social and psychological understanding, and interpersonal communication to diversity experiences.

COURSE OVERVIEW

Welcome to Diversity Beginnings! As the world becomes more interconnected and the definition of diversity is explored to include multiple dimensions of demographics, culture, backgrounds as well a diversity of thought, it is imperative that a better of understanding of what diversity is in all its forms occurs. This class is in a series of four diversity-focused courses including Diversity Beginnings, Diversity in Practice, and Diversity Leadership.

COURSE OBJECTIVES

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

1. Demonstrate an awareness of and sensitivity to diversity through understanding the communication process that has a bearing on effectiveness.
2. Recognize microaggressions and hostile environments
3. Explain the fundamentals of racial identity theory, critical race theory, social capital theory, and cultural competency.
4. Define the term diversity and apply its definition to self.
5. Demonstrate effective listening skills to achieve goals and build credibility.
6. Explain the theoretical frameworks utilized in diversity-related research and practice.
7. 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 PM on Sunday night. All assigned work for any week is to be

completed by the end of Sunday in that week. 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

Abrams, L. S., & Moio, J. A. (2010). Critical Race Theory and the cultural competence dilemma in social work education. *Journal of Social Work Education, 46*, 175-193.

Burton, L. M., Bonilla-Silva, E., Ray, V., Buckelew, R., & Freeman, E. (2010). Critical race theories, colorism, and the decade's research on families of color. *Journal of Marriage & Family, 72*(3), 440-459. doi:10.1111/j.1741-3737.2010.00712.x

Canary, D. J., Cody, M. J., & Manusov, V. L. (2008). *Interpersonal communication: A goals-based approach*. (4th Ed.). Boston: Bedford/St. Martin's. ISBN-13:978-0-312-45111-0.

Plagens, G. K. (2010). Social capital in schools: perceptions and performance. *International Journal of Interdisciplinary Social Sciences, 5*(6), 17-30. Retrieved from <http://docs.lib.purdue.edu/eandc/vol27/iss1/art6>

Portes, A. (1998) Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology, 24*, 1-24.

Thompson, C. (2003). Racial identity theory and peace education: Tools for the teacher in all of us. *Interchange, 34*(4), 421-447.

Thompson, C. & Carter, R. (2012). *Racial Identity Theory: Applications to individual, group, and organizational interventions*. New York: Routledge.

Vera, E.M. & Speight, S. (2003). Multicultural competence, social justice, counseling psychology: Expanding our roles. *The Counseling Psychologist, 31*, 253-272.

RECOMMENDED TEXTS AND MATERIALS

Bucher, R.D. (2010). Diversity consciousness: Opening our minds to people, cultures, and opportunities. (3rd Edition). Prentice Hall: Upper Saddle, N.J.

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

D'Augell, A. R. (1994). Identity development and sexual orientation: Toward a model of lesbian, gay, and bisexual development. In E. J. Trickett, R. J. Watts, & D. Birman (Eds.), *Human diversity: Perspectives on people in context* (pp. 312-333). San Francisco: Jossey-Bass.

Harrington, Melanie. (2009). Tackling generational diversity. *Profiles in Diversity Journal*, 11.2, 64-60.

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

Looney, D. Scott. (2006). A space at the table. *Independent School*, 65.2, 38-47.

Popple, P. R. & Leighninger, L. (2011). *Social work, social welfare and American society*. Boston: Pearson Education.

Portes, A. (1998) Social capital: Its origins and applications in modern sociology. *Annual Review of Sociology*, 24, 1-24.

Sue, D. W., Capodilupo, C. M., Torino, G. C., Bucceri, J. M., Holder, A. M. B., Nadal, K. L., & Esquilin, M. (2007). Racial microaggressions in everyday life. *American Psychologist*, 62, 271-286.

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

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

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	Grades
#1 Theory in Practice Demonstration 60 pts (12% of Grade)	A 500 - 468
#2 Social Cognition 65 pts (13% of Grade)	A- 467 – 449
#3 Advocacy Project: Ally Communication Plan 75 pts (15% of Grade)	B+ 448 – 433
TOTAL = 200 points	B 432 – 418
	B- 417 – 398
Exams	C+ 397 – 383
Exam 1 100 pts. (10% of Grade)	C 382 – 368
Final Exam 100 pts. (10% of Grade)	C- 367 – 348
TOTAL = 200 points	D+ 347 – 333
	D 332 – 318

Other Participation Assignments	D- 317 – 298
Defining Diversity Exercise 5pts. (1% of Grade)	F 297 - 0
Word Meaning Exercise 5 pts. (1% of Grade)	
Observation and Listening 5 pts. (1% of Grade)	
Self-Assessment Cognitive Listening 5 pts. (1% of Grade)	
Expressing Nonverbal 5 pts. (1% of Grade)	
Defending Self Observations 5 pts. (1% of Grade)	
Persuasion/Compliance Exercise 10 pts. (2% of Grade)	
Guest Lecturer Observation 10 pts. (2% of Grade)	
Response Recognition Movie Exercise 50 pts. (10% of Grade)	
TOTAL = 100 points	

Students are expected to complete and submit all assignments and tests by the due date listed in the Course Schedule. Late assignments and make-up tests will not be permitted unless arrangements are discussed and approved well before the required due date. Ask questions as soon as possible by email or by phone if you do not understand an assignment.

The Midterm and Final Exams will be proctored and administered on campus. Details, including specific times and locations, are provided in the Course Schedule. Students parking on campus are advised to contact [Parking Services](#) for parking permit options and costs. Off-campus proctored testing is an option. Students outside the Toledo area will be required to locate an approved proctor in their local area and pay for any proctoring expenses. Learning Ventures is available to assist students with off-campus proctoring arrangements. Please visit the [Student Requirements for Off Site Proctored Exams](#) webpage to learn more about this process.

The grading scale for this course is as follows:

- A = 90 – 100%
- B = 80 – 89%
- C = 70 – 79%
- D = 60 – 69%
- F = < 59%

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.