APPROVED

The University Of Toledo

New Graduate Course Proposal

* denotes required fields

1. College*: College Soc Justice and Hum Serv

   Department*: School Psychology, Higher Education &

2. Contact Person*: Ron Opp Phone: 530-2695 (xxx - xxxx) Email: ron.opp@utoledo.edu

3. Alpha/Numeric Code (Subject area - number)*: HED - 7910

4. Proposed title*: Diversity Beginnings

   Proposed effective term*: 201840 (e.g. 201140 for 2011 Fall)

5. Is the course cross-listed with another academic unit? ○ Yes ◉ No

   Approval of other academic unit (signature and title)

   Is the course offered at more than one level? ○ Yes ◉ No

   If yes, an undergraduate course proposal form must also be submitted. If the undergraduate course is new, complete the New Undergraduate Course Proposal; if the undergraduate course is existing, submit an Undergraduate Course Modification Proposal.

6. Credit hours*: Fixed: 4 or

   Variable: to

7. Delivery Mode:

	Primary*	Secondary	Tertiary
a. Activity Type *	Online	--SelectType--	--SelectType--
b. Minimum Credit Hours *	4		
Maximum Credit Hours *	4		
c. Weekly Contact Hours *	4		

8. Terms offered: ☑ **Fall** ☐ **Spring** ☐ **Summer**

Years offered: ◉ **Every Year** ○ **Alternate Years**

9. Are students permitted to register for more than one section during a term? ◉ No ○ Yes

May the courses be repeated for credit? ○ No ○ Yes Maximum Hours

10. Grading System*:
- ◉ Normal Grading (A-F, S/U, WP/WF, PR, I)
- ○ Satisfactory/Unsatisfactory (A-C, less than C)
- ○ Grade Only (A-F, WP/WF, PR, I)
- ○ Audit Only
- ○ No Grade

11. Prerequisites (must be taken **before**): i.e. C or higher in (BIOE 4500 or BIOE 5500) and C or higher in MATH 4200

None

○ PIN (Permisson From Instructor) ○ PDP (Permission From Department)

Co-requisites (must be taken **together**):

None

12. Catalog Description* (**75 words Maximum**)

Review and application of diversity-related theory, social and psychological understanding, and interpersonal communication when applying to diversity experiences.

13. Attach a syllabus - a syllabus template is available from the University Teaching Center. Click here for the Center's template.

Additional Attachment 2: Browse...

File Type	View File	Delete
Syllabus	View	Delete

Attachment	View	Delete

14. Comments/Notes:

This doctoral course has been enhanced with an assignment that only doctoral students will be required to complete. This assignment is to develop an advocacy project for an ally communication plan.

COLLEGE CURRICULUM LEVEL APPROVAL VIA EMAIL SENT BY DR. BOUILLON - SEE ATTACHED.

15. Rationale:

This is one of three courses which will comprise a doctoral-level Diversity Certificate, as a complement to the master's level Diversity Certificate that was approved during the 2015-16 academic year. Counselor Education faculty have approached us about making courses in our diversity certificate available to their doctoral students, as a way of helping them meet the diversity requirement in their accreditation standards. This doctoral certificate will also help the Higher Education Program attract students nationally to our doctoral program, and will allow students to transfer this coursework to doctoral programs with us, or with other Higher Education Programs around the country.

Course Approval:

Department Curriculum Authority:	Wendy S Cochrane	Date	2016/04/17
Department Chairperson:	John Laux	Date	2016/04/22
College Curriculum Authority or Chair:	Lucinda Bouillon	Date	2016/04/22
College Dean:	Lois Ventura	Date	2016/04/22
Graduate Council:	Constance Schall (GC 5.3.2016)	Date	2016/05/17
Dean of Graduate Studies:	Patricia R. Komuniecki	Date	2016/05/18
Office of the Provost :		Date	

Submit

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:	

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Diversity Beginnings

The University of Toledo
College of Social Justice and Human Service
HED 7910
4 Hours

Instructor: Dr. Shanda L. Gore
Office Hours: By Appointment
Office Location: 1300K Health and Human Service
Office Phone: 419-530-7742
Email: shanda.gore@utoledo.edu

Term: Fall 2016
Class Location/Times: Online
Lab Location/Times: Online
Course Website: Blackboard Learn
Instructor's Website: www.utoledo.edu/OEDC

COURSE/CATALOG DESCRIPTION

Review and application of diversity-related theory, social and psychological understanding, and interpersonal communication when applying 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

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*. Vol. 46, No. 2 p. 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*, Vol. 24. p. 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*. Vol. 31, No. 3 p. 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, No. 2, p.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, p. 64-60.

Deering, A., Dilts, R., & Russell, J. (2003). Leadership Cults and Cultures. *Leader to Leader*, Vol. 2003, *No. 28*, p. 31-38.

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

Popple, Philip R. & Leslie Leighninger. (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*, Vol. 24. p. 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*, Vol. 62. No. 4, p. 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 50 pts (10% of Grade) #2 Social Cognition 50 pts (10% of Grade) #3 Story Telling and Values 50 pts (10% of Grade) #4 Advocacy Project: Ally Communication Plan 50 pts (10% of Grade) TOTAL = 200 points	**A**	**500 - 468**
	A-	467 – 449
	B+	**448 – 433**
	B	432 – 418
	B-	417 – 398
	C+	**397 – 383**
	C	382 – 368
	C-	367 – 348
	D+	**347 – 333**
	D	332 – 318
	D-	317 – 298
	F	**297 - 0**
Exams Exam 1 50 pts. (10% of Grade) Exam 2 50 pts. (10% of Grade) Exam 3 50 pts. (10% of Grade) Final Exam 50 pts. (10% of Grade) TOTAL = 200 points		

Other Participation Assignments	
Defining Diversity Exercise 5pts. (1% of Grade) 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 30 pts. (6% of Grade) Observing Group Dynamics Exercise 20 pts. (4% 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.

King-Blandford, Marcia

From: Bouillon, Lucinda Ellen
Sent: Friday, April 22, 2016 2:05 PM
To: King-Blandford, Marcia; Laux, John M.; Ventura, Lois A.
Subject: RE: CTS signing

Good afternoon
I am currently at a conference. Is it possible to have the curriculum proposals approved with my electronic signature? I ask this to prevent delay in the process. I am happy to do what works best.

Sent from my Verizon Wireless 4G LTE smartphone

-------- Original message --------
From: "King-Blandford, Marcia" <MARCIA.KING-BLANDFORD@utoledo.edu>
Date: 04/22/2016 9:28 AM (GMT-05:00)
To: "Laux, John M." <John.Laux@UToledo.Edu>, "Ventura, Lois A." <LOIS.VENTURA@utoledo.edu>
Cc: "Bouillon, Lucinda Ellen" <Lucinda.Bouillon@UToledo.Edu>
Subject: CTS signing

There were some issues raised about "moving" things so John can sign the HED graduate courses as chair to move to Lucinda and then to Lois. Thanks, mkb