

# The University of Toledo

MAR 26 2013

## New Graduate Course Proposal

COLLEGE OF GRADUATE STUDIES

Contact Person  Phone (XXX-XXXX)

Email

College  If Other

Dept/Academic Unit

\*Alpha/Numeric Code (Subject area - number)

Proposed title  Proposed Effective Term

Is the course cross-listed with another academic unit?

Approval of other Academic unit (Signature and title)

Is the course offered at more than one level?

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](#).

Credit hours: Fixed:  or Variable:  to

Delivery mode:	Primary	Secondary	Tertiary
Activity Type	<input type="text" value="Lecture"/>	<input type="text" value="Seminar"/>	<input type="text"/>
Minimum Credit Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>
* Maximum Credit Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>
Weekly Contact Hours	<input type="text"/>	<input type="text"/>	<input type="text"/>

Terms Offered  Fall  Spring  Summer Years offered

May the courses be repeated for credit?  Maximum hours:

Are students permitted to register for more than one section during a term?  Grading system:

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

Permission

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

Catalog Description (75 Words Maximum)

This is a masters level discussion and seminar course which considers the advising role student affairs and higher education professionals play in their work. Advising undergraduate students, advising student groups and organizations, and advising those you supervise will likely be a regular part of your official or unofficial job descriptions. Thus, this course will prepare you to understand the important and many faceted role of an advisor and to understand needs of diverse college student populations with specific attention given to ways that culture, race, ethnicity, gender, religion, sexual orientation, socio economic status, and other "diversities" may impact your work with students.

**Attach a syllabus and an electronic copy of a complete outline of the major topics covered. Click [here](#) for the template.**

### Course Approval

Department Curriculum Authority	<input type="text" value="Handwritten Signature"/>	Date	<input type="text" value="3/14/13"/>
Department Chairperson	<input type="text" value="Handwritten Signature"/>	Date	<input type="text" value="3-14-2013"/>
College Curriculum Authority or Chair	<input type="text" value="Handwritten Signature"/>	Date	<input type="text" value="3/14/13"/>
College Dean	<input type="text" value="Handwritten Signature"/>	Date	<input type="text" value="3-2013"/>
Graduate Council	<input type="text" value="Handwritten Signature"/>	Date	<input type="text" value="4-30-2013"/>
Dean of Graduate Studies	<input type="text"/>	Date	<input type="text"/>
Office of the Provost	<input type="text"/>	Date	<input type="text"/>

### For Administrative Use Only

Effective Date	<input type="text"/>
CIP Code	<input type="text"/>
Subsidy Taxonomy	<input type="text"/>
Program Code	<input type="text"/>
Instruction Level	<input type="text"/>

**HED 6540 Advising of Diverse Student Populations**  
**Department of School Psychology, Higher Education, and Counselor Education**

<b>Instructor:</b>	Debra Gentry, PhD
<b>Office:</b>	Gillham Hall 1000F
<b>Telephone:</b>	419 530 4375
<b>Email:</b>	Debra.gentry@utoledo.edu
<b>Office Hours:</b>	TBD

While I would like to be able to guarantee you that none of what you see in this syllabus is going to change, I cannot. I will certainly do my best to follow this course plan as is, but should we come across any circumstances that are beyond my control, I reserve the right to make changes as I see fit, especially if I feel the course needs adjustment. Some days may be supplemented with films or guest speakers.

**COURSE OVERVIEW**

This is a masters level discussion and seminar course which considers the advising role student affairs and higher education professionals play in their work. Advising undergraduate students, advising student groups and organizations, and advising those you supervise will likely be a regular part of your official or unofficial job descriptions. Thus, this course will prepare you to understand the important and many faceted role of an advisor and to understand needs of diverse college student populations with specific attention given to ways that culture, race, ethnicity, gender, religion, sexual orientation, socio economic status, and other “diversities” may impact your work with students.

**COURSE OUTCOMES**

By the end of this course students will be able to do the following:

1. Demonstrate , through course discussion, their knowledge of basic advising principles as they apply to working with individual students and student groups
2. Demonstrate, through case study problem solving, their ability to apply theoretical knowledge to real world advising cases
3. Demonstrate, through writing, their knowledge of advising principals applied to specific, diverse, student populations
4. Demonstrate, through presenting to an audience, their knowledge and synthesis of information about student subpopulations and their specific needs

**REQUIRED RESOURCES & MATERIALS**

**Participation in this class is assumed as it is a graduate level discussion class. Your participation may raise/lower your final grade. Please be mindful of your depth and frequency of participation.**

***Required Texts***

Bonner, F., Marbley, A., & Howard Hamilton, M. (Eds.). (2011). *Diverse millennial students in college: Implications for faculty and student affairs*. Stylus Publishing.

Flowers, L. (2004). *Diversity issues in American colleges and universities: Case studies for higher education and student affairs professionals*. Springfield, IL: Thomas Publishing.

*Publication Manual of the American Psychological Association* ( 6<sup>th</sup> ed.). Washington, D.C.: American Psychological Association.

**EXPECTATIONS**

***Academic Integrity***

Academic honesty is the essential responsibility of a student. I do not tolerate plagiarism or any other forms of cheating in the classroom. If you ever have any questions about any issue of academic honesty, talk to me in **ADVANCE** so that I can help you make the right decisions and attribute credit where credit is due. All written assignments should use APA format for citation and reference purposes.

### ***Attendance***

Students may be absent for **ONE** three hour period once during the semester without consequence. I do not distinguish between excused or unexcused absences. Use this absence wisely; as once it is gone, absenteeism will have impact on your final grade, after your absence is used I will take 10 points off your final grade for each three hour period that you are absent. Students who are notorious “late arrivers” to class will be marked down on the final course grade. In the event that you have work obligations or an emergency you will need to discuss this with me.

*Students who do not fully participate in class may also be counted as absent. This means that if you are in class and reading outside materials, surfing the internet, instant messaging, or engaging in other non-participatory behaviors **I reserve the right to count you as absent for the class.***

### ***Cell Phone & Other Electronic Device Usage***

I recognize that students in this class might be the first responder during a family or work crisis. If this is the case, please notify me at the beginning of class and place your cell phone or beeper in a vibrate position. You may then excuse yourself if necessary. Otherwise cell phones, beepers, and other electronic devices that are disruptive should be turned off during class.

### ***Contacting Me Outside of Class***

I am sincerely interested in your growth as a student. I cannot stress enough the value of dropping by my office hours or scheduling an appointment if you have questions, or if you just want to brainstorm with me. However, I would like to emphasize the following:

1. *Use common sense in writing e-mail*
  - If you want advice/clarification on something, **ask at least 36 hours before it is due.**
  - *Think before you hit the send button*
2. *Wait 24 hours before asking me about a grade.* Use that time to look over all of my comments and try to really understand them – there is a reason that I spend time responding to your work.
3. Please understand that life/work balance is important to me; therefore, I do not normally check email on the weekend. If I do, it is not until late Sunday evening.
4. **Use your UT email account as this is how I will contact you**

### ***Late Assignments***

**I will NOT grant extensions or accept late work** and students will receive a zero for any assignment which is not turned in or is late. Assignments are only accepted at the beginning of each class and may not be emailed to me. You know your assignment due dates in advance. No excuses. Technology can falter. Save your work to multiple disks. Do not plan to print right before class. Plan ahead. I will always accept work ahead of time. If you cannot make it to class and something is due, please make sure that your assignment makes it to class. **If there is some emergency I will be the one determining if it warrants lateness.**

### ***Students with Disabilities***

Please contact the Office of Academic Access at the University of Toledo. Located in Rocket Hall 1820. Call 419 530 4981 or email at [officeofacademicaccess@utoledo.edu](mailto:officeofacademicaccess@utoledo.edu).

### ***Reading***

All reading assignments are expected to be completed prior to class for which the reading is being assigned. It is not enough to merely read the assignment for the day it is due. I expect you to have engaged in active reading. This means that you have not only read, but also made notes on interesting points you might like to bring up in class, questions you have, and critically thought about the ideas in the readings. You will be able to add thoughtful comments to the discussion if you have read with an intent to truly understand the material and apply it in a real-world way.

### ***Respect***

I believe that all growth happens in an environment in which people and ideas are respected and valued. Learning cannot happen unless all parties commit to listening, participating, thinking critically and rationally, rather than automatically

responding through emotion, and unless the intrinsic value of each individual experience is acknowledged. You will be expected to treat all classmates and myself with respect and courtesy as well as with an open mind.

### **ASSIGNMENTS & PERCENTAGE OF GRADE OVERVIEW**

All work should be type written and produced using the 6<sup>th</sup> edition of the APA style manual unless otherwise indicated. Written work that deviates from APA style will be marked down. I consider learning the specifics of APA an important part of your professional education & development & therefore I check your APA style. What this means: all papers should have a title page, running head, appropriate margins and spacing, headings for sections, proper citations, pagination, and references – unless otherwise specified in class.

*Further instructions/ guidelines will be given for each assignment.*

#### ***Personal Essay (25 points)***

You will write a personal narrative that you will read aloud to class. It should be **no more** than 2 pages in length and discuss who you are relative to: your cultural background and expectations or worldview, gender and gender role or expectations, religious or spiritual orientation, class orientation, race, and how these orientations have shaped your worldview to date. You will conclude your essay with a discussion of your worldview as it relates to working with others different from yourself.

#### ***CHOOSE FROM ONE OF THESE BELOW***

##### ***Cultural Contact (50 points)***

A multicultural perspective warrants that each student develop the ability to participate in cultures different from their own; because of this each student will engage in one outside activity with a culturally different population. The goal is to experience and reflect upon the minority perspective. Students will then write a 4-5 page reflection paper which:

1. reflects on initial feelings/thoughts/prior experiences with the population prior to engaging in this activity (ex: preconceived ideas, either positive or negative)
2. describes the planned activity in enough detail to “paint a picture” or “tell the story”
3. describes the interactions with the population
4. reflects upon personal feelings and values in response (after) the activity
5. explains what was learned from the experience and how your learning might apply to a career in student affairs

**OR**

##### ***Diversity Events on Campus(2) (50 points)***

If you choose the Diversity Events you will attend/participate in 2 events in the community or on campus that address issues of diversity during the semester. At midterm you will need to turn in to me a short Plan of Action which includes the name, date, and place of the events and how each connects to issues of diversity. Near the end of the semester you will turn in a 4 page (roughly) write up that 1) describes the event, 2) explains what you learned from each one, 3) explains links between events and course content

**OR**

##### ***Cultural Interview (50 points)***

If you choose the Cultural Interview you will find one person (a student) to personally interview who is very different from yourself in terms of religion, class, ethnicity, race, gender and interview them about how their background impacts their experiences on a college campus and shapes their worldview in general. For this interview you will need to 1) write an interview protocol of at least 5 thoughtful questions you would like to ask your interviewee, 2) tape record the interview, 3) write up the findings in a 5 page narrative format including your own brief reflection (1 page) of what you learned from interviewing someone very different from yourself. You will turn in both the written narrative and the interview protocol you used.

**Capstone Project—Working Bibliography with Summary (100 points)** *This, in conjunction with the capstone presentation below, is a joint effort in a small group*

With one or two other people you will turn in ONE VERY GOOD final portfolio consisting of the following tabbed sections:

1. an annotated bibliography of 10 refereed sources you used for this project including a 1-2 paragraph summary of each in typical annotated bibliography style. If you do not know what an annotated bibliography is look it up for proper examples

2. printed copies of 3 articles from above that you found most interesting or useful in terms of what you learned about this population. Each article should have a one page summary of what you learned and why it is useful relative to the student population on college campuses.

3. 1 page of outlined or bulleted statistics or facts about this population with a focus on the college population

4. a half or one page list of issues or problems unique to the population with identified strategies for how to deal with these issues in a higher education setting

Populations of study include: Native Americans, African Americans, Hispanic students, Asian Americans, first generation college students, GLBT students, students with physical or learning disabilities, students from low SES backgrounds, students from non-mainstream religious backgrounds or very conservative Christian backgrounds, international students, and non traditional students.

### **Capstone Presentation of findings (25 points)**

On the day assigned you will present your findings to the class in a visual presentation of 10-15 minutes covering highlights of the above portfolio to include overall summary of findings from annotated bibliography, facts and statistics about this population and relative to a college campus setting, a list of issues or problems these students may face on campus and how campuses may address these issues. Your peers may not know a lot about your population of concern so it is very important that you provide useful information about your population

**Total points for course = 200**

I follow a basic grading scale and do not grade on a curve. Thus, 90% and above is some form of A, 80% and above is some form of B, 70% and above is some form of C, and 60% and above is some form of D.

### **GRADING SCALE**

**A work** = This is work that could be used as an example for others to follow. It addresses all aspects of assignment in whatever form it takes, it sets a standard of excellence and has very few omissions or errors. It clearly shows attention to detail, care in preparation, thoroughness, and thoughtfulness. It exhibits a high level of understanding and/or application or synthesis of material.

**B work** = This is still above average work but may have a few weak spots, may not fully address the assignment, may lack in detail in some respects. It shows an above average understanding and/or application or synthesis of material. Needs some "tweaking"

**C work** = This is average work in all respects and shows an average understanding and/or application or synthesis of material. Needs work.

**D work** = Below average work in many respects. Needs major revisions. Shows very little understanding or application of course material

### **SCHEDULE**

Week One, Aug. 24: Icebreakers, intro to course, syllabus overview, choice of final project groups (2 per)

Week Two, Aug. 31: Defining multiculturalism; What it means to be multiculturally competent in Student Affairs.

**Personal essay due and reading to class.**

Week Three, Sept. 7: **NO CLASS, LABOR DAY.** Read Nagel, J. (1994). *Constructing ethnicity: Creating and recreating ethnic identity and culture* -- posted on Google site. Write a one page reflection of your thoughts about this reading and how it may apply to your own understanding and work in student affairs. Bring to next class

Week Four, Sept. 14: Discuss Nagel (1994) article and reflection. Read case studies from Ch. 2, *Two Spirit or Not Two Spirit; Is it Love or is it Hate?; & Lesbian, Gay, Bisexual, and Transgender Issues on Campus*

Week Five, Sept. 21: Read case studies from Ch. 2, *What's He Doing in Here?; The New Vice President's Challenge*

Week Six, Sept 28: Discuss Critical Race Theory; Read case studies from Ch. 3, *Who Am I?; In the Land Where Tradition and Football are King; What's in a Color?; Bienvenidos a Todos; & Culture Clashes in the Residence Hall*

Week Seven, Oct. 5: Discuss Watson, L et. al. (2002) *How minority students experience college: Implications for Planning & Policy*. Write a 1-2 page reflection paper of this text, reflect on 1) the research method 2) the findings in terms of what you learned. Bring this reflective writing to class

Week Eight Oct. 12: Read case studies from Ch. 3, *A First Year Chinese Student's Experiences at College; Ugly Greek Traditions; The Writing on the Wall; & Flying Home*

Week Nine Oct. 19: **NO CLASS, GENTRY @ SAIR; independent work for groups**

Week Ten, Oct. 26: Read case studies from Ch. 4, *In the Classroom; Uncomfortable Sarah; Campus Restlessness; How Do We Support Religion?* **Groups 1,2**

Week Eleven Oct. Nov. 2: Read case studies from Ch. 4, *A Thin Line Between Preferential Treatment & Accomodation; Honoring Non Traditional Multiple Cultural Identities;* **Groups 3,4**

Week Twelve, Nov. 9: Read case studies from Ch. 5, *To Withdraw or Not to Withdraw; Residence Life; Accomodating Alice; ?* **Groups 5, 6**

Week Thirteen, Nov. 16: Read case studies from Ch. 5, *Supporting the Learning Disabled Student; How are Reasonable Accomodations Defined,* **Groups 7, 8; Assignment due – choose 1 from 3**

Week Fourteen, Nov. 23: **NO CLASS, GOBBLE GOBBLE**

Week Fourteen, Nov. 30: Read case studies from Ch. 5, *Obstacles in the Science Lab; The At Risk Student, What is the Value of a College Education? It's All in Your Mind,* **Groups 9, 10**

Week Fifteen, Dec. 7 **LAST CLASS; multicultural food fest, Groups 11, 12 (13)?**