CSPS 6373: Multicultural Dynamics in Higher Education  
Spring 2019

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Textbooks and Materials
There are two texts required for this course in addition to outside readings.


Supplemental Resource

There were errors in the 6th edition, but APA has released the corrections. Please see link for the correct version of the sample paper: http://supp.apa.org/style/pubman-reprint-corrections-for-2e.pdf

Learning Outcomes

Course Description
This course will help professionals effectively support students from increasingly diverse backgrounds. With changes occurring in the world’s population demographics, the need for culturally-competent professionals is crucial. We will explore cognitive, affective, and behavioral considerations in supporting culturally diverse students. Restricted to Masters in College Student Personnel Services

Program-Level Student Learning Outcomes
This course contributes to the following program-level student learning outcomes for the MS in College Student Personnel Services program:

1. Students in the A-State CSPS master’s program will be able to acquire, critique, analyze, interpret, and apply pertinent information from the higher education literature; and select tools, methods, and approaches to solving practice based issues.
2. Students in the A-State CSPS master’s program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within a legal and political contexts; design,
implement, and evaluate practices; make legally appropriate decisions and choices; understand and manage organizational improvement; and adhere to institutional, state, and national governance models.

3. Students in the A-State CSPS master’s program will develop the capability to work effectively with and within diverse groups. Students will develop the skills to evaluate and interpret differing philosophical perspectives, and provide a forum where individuals can discuss and appreciate diverse viewpoints.

Course Level Student Learning Outcomes:
The course level learning objectives are linked to the Council for Accreditation of Counseling and Related Educational Programs [CACREP] 2009 standards: (http://www.irecp.org/doc/2009%20Standards%20with%20cover.pdf)

This course is designed to help students understand:
- multicultural and pluralistic trends, including characteristics and concerns within and among diverse groups nationally and internationally (CACREP II.G.2.a)
- attitudes, beliefs, understandings, and acculturative experiences, including specific experiential learning activities designed to foster students’ understanding of self and culturally diverse clients (CACREP II.G.2.b)
- individual strategies for working with and advocating for diverse populations, including multicultural competencies (CACREP II.G.2.d)
- professionals’ roles in developing cultural self-awareness, promoting cultural social justice, advocacy and conflict resolution, and other culturally supported behaviors that promote optimal wellness and growth of the human spirit, mind, or body (CACREP II.G.2.e)
- professionals’ roles in eliminating biases, prejudices, and processes of intentional and unintentional oppression and discrimination (CACREP II.G.2.f)
- the effects of racism, discrimination, power, privilege, and oppression in one’s own life and career (CACREP III.E.2)

Additional Learning Outcomes
Outcomes are based on premise found in text book, Diverse Millennial Students in College (p 6).

1. Knowledge of who our students are in order to create a campus climate that supports their learning and success.
2. Consideration for the multifaceted identities that characterize our students – including but not limited to race, class, gender, and sexual orientation.
3. Explore motivational and cognitive factors of millennial students.

Course Requirements

Expectation
We will be discussing sensitive topics. Please be respectful of your colleagues and maintain confidentiality. All assignments are to be completed with the type of analysis, discussion, and writing commensurate with graduate-level expectations. Written assignments need to adhere to APA guidelines.
Course Structure:
Students will be assigned readings from the text each week with four quizzes during the semester over the material. Students will be required to participate in programs with a diversity perspective to gain an understanding/experience of topics pertaining to diversity and inclusion on college campuses. In addition, students will have outside readings to be summarized (two pages) and posted on the discussion board as well as read posting by other class members each week pertaining to a current issue assigned by the instructor.

Course Policies

Students with Disabilities
If any student has a disability or problem requiring accommodation in order to succeed in the course, please contact me as soon as possible. Confidentiality will be maintained, and every reasonable effort will be made to meet your needs. Any student requiring accommodation must be registered with ASU’s Office of Disability Services, 870-972 3964.

Academic Misconduct Policy
The standards of academic honesty will include tenets of good research and the avoidance of plagiarism and cheating.
Plagiarism: In an intellectual community, information flows freely, but is constrained within the realm of proper citation. Plagiarism is defined as the act of taking and/or using the ideas, work, and/or writings of another person as one’s own and will not be tolerated. Any questions a student may have relative to what may or may not constitute plagiarism should be addressed to the instructor and framed within the context of university regulations. It is the student’s responsibility to familiarize oneself with appropriate definitions and regulations concerning plagiarism or other academic misconduct. Plagiarism is a serious offense against academic integrity which could result in failure for the paper or assignment, failure for the course, and/or expulsion from Arkansas State University.

Cheating is an act of dishonesty with the intention of obtaining and/or using information in a fraudulent manner.

Any incidents of cheating or plagiarism will be rigorously pursued by the instructor. For further information, including specifics about what constitutes plagiarism or cheating, see ASU’s Academic Integrity Policy at http://studentconduct.astate.edu/AcademicIntegrity.html.

Makeup Work
All assignments must be submitted by midnight of due date. No make-up opportunities provided for missed assignments or quizzes.

Email
Please feel free to email me directly with questions. I will try my best to respond to your emails within 8 hours during the work week other than late night messages which may be responded to on the next day. Over the weekends, please be patient. I will return your emails as soon as possible.
Grading/Evaluation

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<th>Component</th>
<th>Points</th>
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<tr>
<td>Final paper (minimum 15 pages)</td>
<td>100</td>
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<tr>
<td>Current issues weekly (12)</td>
<td>60 (5 points each)</td>
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<tr>
<td>Personal Reflection Papers (2)</td>
<td>40 (20 points each)</td>
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<td>*Student Activity (attend 4 events)</td>
<td>40 (10 pts each)</td>
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<tr>
<td>Short paper (6 pages)</td>
<td>50</td>
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<tr>
<td>Quizzes (4)</td>
<td>100</td>
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<tr>
<td>Discussion postings</td>
<td>120 (10 points each max)</td>
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*Notification of activities/programs attended (must be pre-approved by instructor) must be provided to the instructor by the coordinator of the program. Students should contact sponsoring party or department, inform them of the class requirement and that notification of your attendance will need to be provided to the instructor. Each activity attended will be worth 10 points (maximum allowed 40 points) and completed by April 12th. Activities/Programs should pertain to the subject matter of diversity and inclusion such as African American History Month, Women History Month, LGBTQ, etc. In the event you do not live close to an area with these types of programs/activities, contact the instructor for alternative assignments early in the semester.

Writing Assignments

All writing assignments will be written using APA style and are to be double-spaced typed with 12 font size, preferably Times New Roman font. The weekly issue summaries should be no more than two pages double spaced typed. Points deducted for article summary being more than two pages or less than one full page. Summaries have to be posted before 11:59 p.m. on Saturdays to Blackboard. Each summary posting is worth a maximum of 5 points. Late assignment – a minimum of 2 points will be deducted for a summary posted within 24 hours past the deadline with no credit after 24 hours.

Text book chapters will be assigned weekly for reading and four timed quizzes over the material will occur during the semester.

The final paper should be a minimum of fifteen pages (including reference page with a minimum of 20 references). References should be no older than 7 years for 75% of those cited. The paper should adhere to APA style format. Minimum of 15% deducted for less than minimum pages or references or for being late on any assignment. No assignments accepted if more than 24 hours late.

Personal Reflection Papers (2) and Activity Points

Each person is responsible for completing 2 personal reflection papers. The purpose of the personal reflection papers is for you to have the opportunity to process your thoughts and experiences from two of the four activities you selected to attend. Of the 4 activities, one has to be either from an African American History Month or Women’s History Month program. Each reflection paper should be well-written, organized, demonstrate knowledge of the subject matter, and be supported by in-depth analysis. The personal reflection papers should be no less than three pages and are the student’s perception and feelings of the activities attended. It should
describe the program attended, date, place and other descriptors, including audience attendance, sponsor, why you selected it and what YOU GAINED from the program.

**Personal Reflection Paper Grading Rubric**

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<th>Key</th>
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<tr>
<td>Organization</td>
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<td>4 = Very Good</td>
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<td>Subject Knowledge</td>
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<td>3 = Satisfactory</td>
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<td>Depth of Analysis</td>
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<td>2 = Below Average</td>
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<td>Readability/Grammar</td>
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<td>1 = Very Limited or No Understanding</td>
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<td>Overall Paper</td>
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**Discussion Boards**

Each student is expected to participate in the discussion board. You will post your 2 page summary before 11:59 p.m. on Saturdays to the discussion board. You will have until 11:59 p.m. the following Saturday to read 3 of your classmates summaries and post comments on the discussion board. A topic for the summaries is presented each week in the Class Schedule of the syllabus in column 2 labeled “Summary topic”. You may earn up to 10 points for your 3 postings. That10 points plus the 5 points for your two-page summary gives you a total of 15 points for the week/assignment. No points for discussion board postings past the deadline. No credit for ANY late assignment past 24 hours after due date. The grading rubric is as follows:

**Discussion (7-10): In-depth**

Students in this category have provided their 3 postings during the week and have posted outstanding information.
- are made in time for others to read and respond
- deliver information that is full of thought, insight, and analysis
- make connections to previous or current content or to real-life situations
- contain rich and fully developed ideas, connections, or applications

**Discussion (4-6): Proficient**

Students in this category have participated at least 2 times during the week and have:
- posted proficient information
- are made in time for others to read and respond
- deliver information that shows that thought, insight, and analysis have taken place
- make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious
- contain new ideas, connections, or applications, but they may lack depth and/or detail

**Discussion (1-3): Basic**

Students in this category have participated at least 1 time during the week and have posted basic information.
- may not all be made in time for others to read and respond
- are generally competent, but the actual information they deliver seems thin and commonplace
- make limited, if any, connections, and those art often cast in the form of vague generalities
contain few, if any, new ideas or applications; often are a rehashing or summary of other comments

**Short paper**

Interview a Multicultural Student Services officer/Center staff, Diversity Officer, Affirmative Action, or any office working with at least one of the diverse populations discussed in the course weekly assignments – summarize the office purpose, objectives, visit, etc. Write a summary of no less than 6 pages in length on the interview/visit/program and your experience.

### Class Schedule

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<tr>
<th>Week</th>
<th>Summary topic</th>
<th>Assignment</th>
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| Jan 14     | Your institution’s demographics                   | Post by 11:59 pm, Saturday, Jan 19  
 - Pre-assessment - Complete and return to instructor by email.  
 Look up your undergraduate institution’s demographic enrollment and post to discussion board by Saturday 11:59 p.m., Jan 19  
 Read Introduction of both text books |
| January 20 | Diversity and inclusion in higher education.      | Post by 11:59 pm, Saturday, Jan 26  
 Read chapter 1 of both text books  
 **Discussion Board**  
 Read 3 classmates postings of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, January 26. |
| January 27 | African Americans in higher education             | Read chapters 2 & 3 Diverse Millennial Students  
 **Discussion Board**  
 Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Feb 2 |
| February 3 | Creating campus climate conducive to diversity    | Read chapters 2 & 3 Multiculturalism on Campus  
 **Discussion Board**  
 Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Feb 9 |
| February 10| Asian Americans in higher education               | Feb 13th Quiz 1 Chapters 1-3 Diverse Millennial Students  
 Chapters 1–3, 7, Multiculturalism on Campus  
 Quiz is timed, not open book. Available 12:01-pm – 11:59 pm (cst) |

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| January 20 | Diversity and inclusion in higher education.      | Post by 11:59 pm, Saturday, Jan 26  
 Read chapter 1 of both text books  
 **Discussion Board**  
 Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, January 26. |
| January 27 | African Americans in higher education             | Read chapters 2 & 3 Diverse Millennial Students  
 **Discussion Board**  
 Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Feb 2 |
| February 3 | Creating campus climate conducive to diversity    | Read chapters 2 & 3 Multiculturalism on Campus  
 **Discussion Board**  
 Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Feb 9 |
| February 10| Asian Americans in higher education               | Feb 13th Quiz 1 Chapters 1-3 Diverse Millennial Students  
 Chapters 1–3, 7, Multiculturalism on Campus  
 Quiz is timed, not open book. Available 12:01-pm – 11:59 pm (cst) |
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<th>Topic</th>
<th>Assignments</th>
<th>Discussion Board</th>
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<tr>
<td>February 17</td>
<td>Latino/Hispanics in higher education</td>
<td>Read chapters 6 and 7 Diverse Millenial</td>
<td>Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, February 23</td>
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<td>March 3</td>
<td>Bi-racial, multi-racial students in higher education</td>
<td>March 6th Quiz 2 chapters 6-9, Diverse Millennial</td>
<td>Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Mar 9</td>
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<td>March 10</td>
<td>Read chapters 10 and 11 Diverse Millenial</td>
<td>Read chapters 4, 13 Multiculturalism on Campus</td>
<td>Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Mar 9</td>
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<td>March 17</td>
<td>Spring Break</td>
<td>No assignment</td>
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<td>March 24</td>
<td>1st Generation students or LGBTQ students in higher education</td>
<td>Read chapters 12 and 13 Diverse Millenial &amp; 9 Multiculturalism</td>
<td>Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Apr 6</td>
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<td>March 31</td>
<td>NASPA Knowledge Communities</td>
<td>Read chapters 10 – 12 Multiculturalism on Campus</td>
<td>Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Apr 13</td>
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<td>April 7  (Module 13)</td>
<td>Students With Disabilities</td>
<td>April 10th Quiz 3 Chapters 10 -13 Diverse Millennial Students Chapters 4, 9-13 Multiculturalism on Campus Available – 12:01 – 11:59 pm (cst)</td>
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<td>Post by midnight Saturday, Apr 13</td>
<td><strong>Discussion Board</strong> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Apr 20</td>
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<td>April 14  (Module 14)</td>
<td>Institutional Diversity plans or The Multigenerational Workplace</td>
<td>Read chapter 15 Diverse Millennial Students Read chapters 15 &amp; 16 Multiculturalism on Campus</td>
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<td>Post by midnight Saturday, Apr 20</td>
<td>April 17 Short paper due Research Paper topic due to instructor for approval</td>
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<td>All Student Activity points completed before April 12</td>
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<td><strong>Discussion Board</strong> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Apr 27</td>
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<td>April 21  (Module 15)</td>
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<td>Read chapter 14 Diverse Millennials Read chapter 14 Multiculturalism on Campus</td>
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<td>April 24th Personal Reflection paper # 2</td>
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<td>April 28  (Module 16)</td>
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<td>Read Conclusion – Diverse Millennials and chapters 4 &amp; 5 Read chapters 6 &amp; 17 Multiculturalism on campus</td>
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<td>May 1 Quiz 4 Chapters 4, 5, 14 &amp; 15 Diverse Millennials Chapters 6, 14 - 17 Multicultural Competence</td>
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<td>April 27th, Research paper due</td>
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<td>Post Assessment</td>
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