**CSPS 6373: Multicultural Dynamics in Higher Education**

**Instructor**

Dr. Lonnie R. Williams

Administration Building 233

**Class Location** 870-972-2048

Online Lonniew@astate.edu

**Office Hours**

By appointment

**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. The goal is for the students to gain a deeper appreciation of multicultural awareness, knowledge, and skills necessary to be effective and ethical professionals through theory and applied understanding.

Multicultural competencies (awareness, knowledge, and skills) in a higher education context will be explored. ***Awareness*** is centered on understanding the multiple value systems and worldviews that shape a complex and multi-faceted cultural identity. Particular emphasis is placed on insight gained into one’s own cultural socialization and inherent biases. ***Knowledge*** focuses on acquiring accurate understanding of the various cultural groups within our society. ***Skills*** relate to the ability to develop culturally appropriate relationships with colleagues and students. They also relate to one’s ability to provide services to students that are culturally relevant and free of oppressive or biased practices.

**Learning Objectives**

The learning objectives are linked to the Council for Accreditation of Counseling and Related Educational Programs [CACREP] 2009 standards:

(<http://www.ircep.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)
* theories of multicultural counseling, identity development, and social justice (CACREP II.G.2.c)
* 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)

**Learning Outcomes**

Outcomes are based off premise found in text book, Diverse Millennial Students in College page 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.

**Texts and Materials**

There are two texts required for this course plus outside reading

Pope, R., Reynolds, A.L., and Mueller, J.A. (2004). Multicultural competence in student affairs. Jossey-Bass.

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

**Expectations**

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 over 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.

**Grading/Evaluation**

Final paper (minimum 15 pages) 100 points

Current issues weekly (13) 65 (5 points each)

Personal Reflection Papers (2) 40 (20 points each)

\*Student Activity (attend 4 events) 40 (10 pts each)

Short paper (6 pages) Visit a Multicultural Student

Services Office/Center or Chief Diversity Officer or Affirmative

Action officer –summarize purpose, objectives, visit, etc. 50

Quizzes (4) 100

Discussion postings 130 (10 points each max) 525

\*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 requirements 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 24th. Activities/Programs should pertain to the subject matter of diversity and inclusion such as Dr. Martin L. King, Jr. Celebration, African American History Month, Women History Month, LGBTQ, etc.

**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 and less than one page. Summaries have to be posted before midnight on Sunday to Blackboard. Each summary posting is worth a maximum of 5 points.

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). The paper should adhere to APA style format. **Plagiarism and Cheating.**  The standards of academic honesty will include tenets of good research and the avoidance of plagiarism and cheating.

**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 the 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 of 2 of the four 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** Key

Organization 1 2 3 4 4 = Very Good

Subject Knowledge 1 2 3 4 3 = Satisfactory

Depth of Analysis 1 2 3 4 2 = Below Average

Readability/Grammar 1 2 3 4 1 = Very Limited or No Understanding

Overall Paper 1 2 3 4

**Discussion Boards**

Each student is expected to participate in the discussion board. You will post your 2 page summary before midnight on Sunday to the discussion board and email a copy to the instructor. You will until midnight the following Saturday to read 3 of your classmates summaries and make comments. A topic for the summaries will be presented each week in the syllabus. You may earn up to 10 points total for your 3 postings with 5 points maximum for your initial two page summary. That is a total of 15 points for the week. 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 an administrator or staff member or visit an office in a higher education setting that works with at least one of the multicultural populations discussed in the course. 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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| **Week** | **Summary topic** | | **Assignment** | |
| 1  Jan 12-17  (Module 1) | Your institution’s demographics | | - Pre-assessment – assessment will be emailed to students. Complete and return to instructor by email.  Look up your institutional demographic enrollment and post to discussion board by Saturday midnight.  Read - Diverse Millennial Students chapter 1 and Introduction  Multicultural Competence in Student Affairs- read Preface | |
| 2  January 18  (Module 2) | Diversity and inclusion issues in higher education.  Posted by midnight Sunday, Jan 18th | | -Read chapter 1, Multicultural Competence  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, January 24 | |
| 3  January 25  (Module 3) | African Americans in higher education  Posted by midnight Sunday, Jan 25th | | - Read chapter 2 Diverse Millennial Students  - Read chapter 2 Multicultural Competence in Student Affairs  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, January 31 | |
| 4  February 1  (Module 4) | | Creating campus climate conducive to diversity  Posted by midnight  Sunday, Feb 1 | | Read Chapter 3 – Diverse Millennial Students  Read Chapter 3 – Multicultural Competence in Student Affairs  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, Feb 7th | |
| 5  February 8  (Module 5) | | Asian Americans in higher education  Posted by midnight Sunday, Feb 8 | | **Feb 10th Quiz 1 chapters 1-3, Preface and Intro both texts**  **Quiz is timed, not open book. Available from 3-pm – midnight**  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, Feb 14th  - Watch CNN’s “Are Asian Students Smarter?” video clip:  <http://www.youtube.com/watch?v=opBfHXePM2Y> | |
| 6  February 15  (Module 6) | | Latino/Hispanics in higher education  Posted by midnight Sunday, Feb 15 | | - Read chapter 4 -6 Diverse Millennial Students  - Read chapter 4 – Multicultural Competence  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, Feb 21 | |
| 7  February 22  (Module 7) | | Native Americans in higher education  Posted by midnight Sunday, Feb 22 - | | - Read chapter 7-9 Diverse Millennial Students  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, Feb 28 | |
| 8  March 1  (Module 8) | | Bi-racial, multi-racial students in higher education  Posted by midnight Sunday, March 1 | | March 3rd Quiz 2 chapters 4-9 Diverse Millennial Students  Chapter 4 Multicultural Competence  - Watch “I’m Not Black Damn It” trailer at <http://www.youtube.com/watch?v=hXkPdC_a-ME>  - Watch “Cheerios Commercial Featuring Mixed Race…” video clip at <http://www.huffingtonpost.com/2013/05/31/cheerios-commercial-racist-backlash_n_3363507.html>  - Discussion Board  Read 3 classmates summaries and post discussion before midnight Saturday, March 14 | |
| 9  March 8  (Module 9) | | LGTBQ students in higher education  Posted by midnight Sunday, March 8 | | - Read chapter 10 -11 Millennial Students  - Read chapter 5 Multicultural Competence  **March 10th 1st Personal reflection due (email to instructor)**  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, March 14 | |
| 10  March 15  (Module 10) | | 1st Generation students  Posted by midnight Sunday, March 15th | | -Read chapters 12-13 Diverse Millennial Students  -Read chapter 6 Multicultural Competence  - Watch “Who We Are…” video clip: <http://www.youtube.com/watch?v=FyJRiCWy7xo>    - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, March 21 | |
| 11  March 22  (Module 11) | | Spring Break | | No assignments | |
| 12  March 29th  (Module 12) | | NASPA Knowledge Communities  Post by midnight Sunday, Mar 29th | | - Read chapter 7 Multicultural Competence  Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, April 4th | |
| 13  April 5  (Module 13) | | Students With Disabilities  Post by midnight Sunday, April 5 | | - April 7th Quiz 3 Chapters 10-13 Diverse Millennials  Chapter 5-7 Multicultural Competence  - Watch “Invisible disabilities…” video clip: <http://www.youtube.com/watch?v=SH3vt-XrkEs>  -Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, April 11 | |
| 14  April 12  (Module 14) | | Institutional Diversity plans  Post by midnight Sunday, Apr 14 | | - Read Chapter 14 Diverse Millennials  \_ Read Chapter 8 Multicultural Competence  April 14 Short paper due (email to instructor)  Research Paper topic due to instructor for approval  Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, April 18 | |
| 15  April 19  (Module 15) | | The Multigenerational Workplace  Post by midnight Sunday, Apr 19 | | - Read chapter 15 Diverse Millennials  - Read chapter 8 Multicultural Competence  April 21 2nd Personal Reflection paper due  - Read “Generational Differences in the Workplace” handout  - Watch “Cam Marston humorous…” video clip: <http://www.youtube.com/watch?v=4bJPy1B6T1w>  - Watch “The age of the millennials” video clip: <http://www.cbsnews.com/video/watch/?id=4126233n>  - Discussion Board  Read 3 classmates summaries and post discussion before midnight, Saturday, April 25 | |
| 16  April 26  (Module 16) | |  | | * Read Conclusion – Diverse Millennials * Read chapter 9 – Multicultural Competence   April 27th Quiz 4 Chapters 14-15 Diverse Millennials  Chapters 8-9 Multicultural Competence  April 29th Research paper due  Post Assessment | |