

**CSPS 6373: Multicultural Dynamics in Higher Education  
Fall 2021**

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**Textbook and Materials**

There is one textbook required for this course in addition to outside readings.

Cuyjet, M. J., Howard-Hamilton, M. F., & Cooper, D. L. (Eds.) (2016). *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion 2<sup>nd</sup> edition*. Sterling, VA: Stylus. ISBN # 9781620364161

**Supplemental Resource**

American Psychological Association. *Publication Manual*. Washington, D.C.: American Psychological Association. (Sixth edition or higher)

**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 CSPPS 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 CSPPS master's program will acquire leadership skills and knowledge to lead in diverse settings; function accordingly within 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 CSPPS 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.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)
- 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 term over the material. Students will be required to review and summarize programs with a diversity perspective to gain an understanding 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 Access & Accommodation 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 11:59 pm 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**

Final paper (minimum 15 pages)	100 points
Current issues weekly (12)	60 (5 points each)
* Personal Reflection Papers (4)	40 (10 points each)
Short paper (6 pages)	50
Quizzes (4)	100
Discussion postings (11)	<u>110</u> (10 points each max)
	460

**Grading Scale**

A = 90%                      B = 80%                      C = 70%

\* All activities and Personal Reflections papers have to be completed and submitted by December 1<sup>st</sup> with the first one due by November 17th. Each Reflection will be worth 10 points maximum. Up to 10 additional points received for the Personal Reflection written about the activity. A list of movies/documentaries to review will be provided by the instructor after class begin. You can select four to view or submit suggestions to the instructor for consideration after receiving the list.

**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 Wednesdays and Saturdays to Blackboard. Each summary posting is worth a maximum of 5 points. Late assignment – 3 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 term.

The final paper should be a minimum of 15 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 each; (1) less than minimum pages, (2) less than required number of references, (3) late submission within 24 hours. No assignments accepted if more than 24 hours late.

**Personal Reflection Papers (4) and Activity Points**

The purpose of the personal reflection papers is for you to have the opportunity to process your thoughts and experiences from the four activities you selected to review and to serve as proof of completion of the assignment. You will be provided a list of movies, documentaries or other sources from which you will select four and write reflections on each. 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 details regarding the activities attended. It should describe the program reviewed, date, and why you selected it and what YOU GAINED from the program. You can submit at any time, but all have to be submitted before December 1, 2020 at 11:59 pm.

**Personal Reflection Paper Grading Rubric**

					<u>Key</u>
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 two-page summary before 11:59 p.m. on Wednesdays and Saturdays to the discussion board. You will have until 11:59 p.m. the following Saturday (for Wednesdays posting) and following Wednesday (for Saturday postings) to read 3 of your class-mates summaries and post comments on the discussion board. A topic for the summaries is presented twice 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. Those 10 points plus the 5 points for your two-page summary gives you a total of 15 points for the assignment. **No points** for discussion board postings submitted after the 11:59 pm deadline. 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 are 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, your visit, etc . Write a summary of no less than **6 pages** in length on the interview/visit/program and your experience.

### Class Schedule

Week	Summary topic	Assignment
Oct/18  (Module 1)	Your institution’s demographics  Post by 11:59 pm, Wed, Oct 20	- <b>Pre-assessment</b> - Complete and return to instructor by email.  Look up your undergraduate institution’s demographic enrollment and post to discussion board by Wednesday 11:59 p.m., Oct 20 Read Introduction of text book  <b>Discussion Board</b> Read 3 classmates postings of this assignment and post your comments of each in the discussion board by 11:59 pm, Saturday, Oct 23rd.
Oct 20  (Module 1a)	Diversity and inclusion in higher education.  Post by 11:59 pm, Saturday, Oct 23	Read chapter 1 of text book  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments on each in the discussion board by 11:59 pm, Wed, Oct 27
Oct 24  (Module 2)	African Americans in higher education  Post by 11:59 pm Wed, Oct 27	Read chapter 7 of text book  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Oct 30
Oct 27  (Module 2a)	Creating campus climate conducive to diversity  Post by 11:59 pm Saturday, Oct 30	Read chapters 2 & 3  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Wed, Nov 3
Oct 31  (Module 3)	Asian Americans in higher education  Post by 11:59 pm, Wednesday, Nov 3	Read Chapter 6 <b>Nov 2 Quiz 1</b> <b>Chapters 1–3, 7</b> <b>Quiz is timed, not open book. Available 12:01-pm – 11:59 pm (cst)</b>  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Nov 6th
Nov 3	Latinx/Hispanics	Read chapter 5

(Module 3a)	in higher education  Post by 11:59 pm Saturday, Nov 6 <sup>th</sup>	<b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Wed, Nov 10 <sup>th</sup>
Nov 7  (Module 4)	Native Americans in higher education  Post by 11:59 pm, Wednesday Nov 10	Read chapter 8 –  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Nov 13 <sup>th</sup>
Nov 10  (Module 4a)	Bi-racial, multi-racial students in higher education  Post by 11:59 pm Saturday, Nov 13	<b>Nov 9th - Quiz 2 Chapters 5, 6 &amp; 8</b> <b>Quiz is timed, not open book. Available – 12:01 – 11:59 pm (cst)</b>  Read chapters 4, 9 <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Wednesday, Nov 17 <sup>th</sup>
Nov 14  (Module 5)	1 <sup>st</sup> Generation students or LGBTQ students in higher education  Post by 11:59 pm Wednesday Nov 17 <sup>th</sup>	Read chapters 12 and 13  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Saturday, Nov 20  <b>First Personal Reflection due by November 17<sup>th</sup></b>
Nov 17  (Module 5a)	NASPA Knowledge Communities  Post by midnight Saturday, Nov 20	Read chapters 10 and 11  <b>NO DISCUSSION BOARD POSTING</b> <b>November 20 Short paper due</b> <b>November 20 Research Paper topic due to instructor for approval</b>
Nov 21 -27  (Module 6)		FALL AND THANKSGIVING BREAK
Nov 28  (Module 7)	Students with Disabilities  Post by midnight Wed., Dec 1	<b>Read Chapter 15</b> <b>Nov 30 Quiz 3 Chapters 4, 9-13 Multiculturalism on Campus</b> <b>Available – 12:01 – 11:59 pm (cst)</b>  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your

		comments of each on discussion board by 11:59 pm, Saturday, Dec 4
Dec 1 (Module 7a)	Institutional Diversity plans or The Multigenerational Workplace  Post by midnight Saturday, Dec 4 <sup>th</sup>	Read chapter 17 Read chapters 14 & 16 <b>All Personal Reflections due by Dec 1<sup>st</sup></b>  <b>Discussion Board</b> Read 3 classmates summaries of this assignment and post your comments of each on discussion board by 11:59 pm, Wed, Dec 8th <b>Research papers due on December 4<sup>th</sup></b>
Dec 5 <sup>th</sup> (Module 8)		<b>Dec 7th Quiz 4 Chapters 14 - 17 Multicultural Competence</b>  <b>Please complete and submit Post Assessment</b>