

University Nevada Las Vegas
Department of Educational Psychology and Higher Education

COURSE EDH 609, Leading Diverse Organizations

PROFESSOR

OFFICE

GA

REQUIRED TEXTS Arminio, J., Torres, V., & Pope, R.L. (eds.) (2012). Why aren't we there yet? Taking personal responsibility for creating an inclusive campus. Stylus Pub.

Cuyjet, M.J., Howard-Hamilton, M.F., & Cooper, D.L. (eds.) (2011). Multiculturalism on campus. Theory, models and practices for understanding diversity and creating inclusion. Stylus Pub.

NETFLIX In an effort to manage the amount of reading and purchasing of texts, Netflix streaming will be used throughout the term as noted in the course outline. Thus, it is necessary to obtain or borrow an account for the term.

PREREQUISITES Must be an admitted Graduate Student – Degree or Non Degree

COURSE SCOPE & RATIONALE

EDH 609 Leading Diverse Organizations is designed to meet the Professional Competency Areas for Student Affairs Practitioners for the area of Equity, Diversity and Inclusion (EDI), as endorsed by ACPA and NASPA (2010). Thus, EDH 609 examines the encompassing perspective of diversity within US Higher Education. The course provides students with an analysis and understanding of the various ways that people within an organization differ. The course focuses on issues of non-dominant, historically under-represented segments of the U.S. society, with a particular emphasis on racial, ethnic, and gender/sex, religion and ability issues. The use of theory to better understand the effects of diversity on organizations will be present throughout the course.

COURSE OBJECTIVES – after completing the course, students should be able to:

- Provide an overview of diversity, including a definition of diversity and diversity management and discuss the various reasons for the emphasis in higher education;
- Provide an overview of major theories used to better understand diversity;

- Discuss the basic tenants of bias, prejudice, discrimination and privilege and how they inform discussions of diversity in higher education;
- Design a culturally relevant workshop or program to facilitate professional development of EDI competencies.

COURSE EXPECTATIONS

DISCUSSION REFLECTIONS (250 pts) – students will submit a 2 -3 page (maximum) reflection of the chapter(s) content, articles read and class discussions. Students will turn in reflections the week **following** the discussion for which the reflection was done. All reflections are due at beginning of class and **MUST** follow course guidelines of APA 6th edition, double-spaced, 12 pt Roman Times. **DO NOT INCLUDE A TITLE PAGE, please.**

Reflections are to be completed for the weeks of September 8 through November 17, 2015 = 10 total reflections

Students are asked to reflect on the following:

- What aspect(s) of the class readings and discussions were significant to you as a professional in higher education? Why?
- Did the discussions challenge your previously held beliefs? How?
 - (Overview and connection with the discussion/readings – 10 pts; How does it connect with you professionally – 5 pts; Beliefs challenged 5 pts; Quality (grammar, spelling, etc.) & Clarity of writing – 5 pts;

IAT SELF-EXPLORATION – Students will have the opportunity to complete selected Implicit Bias Tests:

Part I – (50 points) Due Sept. 8, 2015:

1. Go to Implicit Bias Test website – IAT. Complete 3 tests; Race, Sexuality and Gender-Career. Print your results and attach to your responses to the following:
 - a. What was surprising to you regarding your results?
 - b. What part(s) of your cultural backpack might have led to the results of your IAT?
 - c. A big part of becoming **AWARE** of our biases is having the opportunity to address them. Of your IAT results, which biases do you feel are critical for you to address sooner than later? Why?
 - d. How might you accomplish beginning this self-exploration, i.e., what can you begin to do to address this bias?

IAT Check-up Due via email 7 pm Oct. 13, 2015 - details to follow.

Part II - Collective IAT's (70 points) – Due via email 7 pm, November 24, 2015

2. Select 6 of the remaining IAT's and complete. Print your results and attach to your responses to the following:

- a. A big part of becoming **AWARE** of our biases is having the opportunity to address them. Of your IAT results, which biases do you feel are critical for you to address sooner than later? Why?
- b. What events or activities do you plan to participate in to increase your **KNOWLEDGE** regarding your biases?
- c. What is an action (**SKILL**) you can take through a leadership position, organization, project or forum to enhance cultural competence?
- d. Colleagues; local community; state; etc.
- e. What do you anticipate to be your challenges? Who or what may assist you in overcoming these challenges?

APA, Grammar, Organization – (10 points)

Please print off results for all IAT's completed and include as appendices for your paper.

PROGRAM / WORKSHOP DEVELOPMENT (Priceless! 😊) – Students will have the opportunity to work with one other student toward development of a workshop or program that could be conducted at an institution of higher education that focuses on an issue regarding addressing bias via the lens of Pope, Reynolds & Mueller's Cultural Competency Model (2004). You will present your workshop on December 8, 2015. More details to follow very soon... 😊 or on Sept. 15, 2015 😊

COURSE REQUIREMENTS

1. **CLASS ATTENDANCE IS MANDATORY.** After two absences, the student's grade will drop one letter grade; after four, two letter grades, etc.
2. **LATE ASSIGNMENTS WILL NOT BE ACCEPTED.** Exceptions will be made in extreme emergencies or a University excused absence only.
3. **ALL ASSIGNMENTS MUST BE TYPED UNLESS OTHERWISE NOTED- 12 POINT, TIMES NEW ROMAN, DOUBLE SPACED, and follow APA 6th edition, PLEASE. THANK YOU.** Assignments not typed following the above criteria **WILL NOT BE GRADED.**
4. **Technology.** I am a BIG fan of reducing our carbon footprint, thus I am very welcoming of your use of laptop computers, I Pad's etc. However, I am NOT welcoming of your MISUSE of that technology, i.e., surfing the web during class, checking email, etc. You will be respectfully asked to leave class for the remainder of the afternoon / evening if I should see your misuse in such a manner. Thank you.
5. **Children** are welcome in class, but make certain their presence will not detract from the activities of class.
6. **Food** is welcome in class, but please be certain to be tidy about your space and it should not detract from the activities of class.
7. **Cell phones.... TURN THEM OFF, PLEASE.**

GRADES

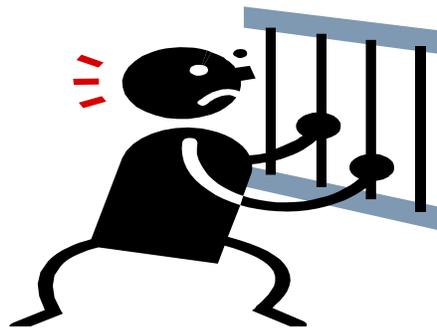
Grades will be based on total points possible and will be based on accumulated point totals of all course experiences. The percentage/letter grade exchange will be as follows:

100-94% A

93-90%	A-
89-88%	B+
87-84%	B
83-80%	B-
79-78%	C+
77-74%	C
73-70%	C-
69-68%	D+
67-60%	D
59% & Below	F

PROFESSOR PARTICULARITIES

1. **TARDINESS**- Although I am appreciative of the difficulties inherent in getting to class on time, I must be honest, this is a HUGE thing for me! I strongly encourage you to arrive on time all the time. If you find yourself in the unavoidable position of entering the classroom LATE, please do so with MINIMAL amounts of disruption and noise...I would also request that you make such habits very very rare.
2. **COLLEGIALITY**- In addition to completing the required course work, I encourage you to begin to look upon your classmates not simply as classmates, but as colleagues. Therefore, you are encouraged to begin to develop relationships with each other that will support discussion of your profession. The saying, “No man is an island”, is true. We cannot exist, much less, thrive individually. It is only through networking and cooperation that we can truly grow and develop into **MASTER PROFESSIONALS**. This is predicated on the premise that we each learn to respect, listen and encourage each other inside as well as outside of class.



3. **Get out of Jail Free**

To be used during times of blissful ignorance;
not to be confused with and independent of stupidity

ADDITIONAL NECESSITIES

Academic Misconduct—Academic integrity is a legitimate concern for every member of the campus community; all share in upholding the fundamental values of honesty, trust, respect, fairness, responsibility and professionalism. By choosing to join the UNLV community, students accept the expectations of the Student Academic Misconduct Policy and are encouraged when faced with choices to always take the ethical

path. Students enrolling in UNLV assume the obligation to conduct themselves in a manner compatible with UNLV's function as an educational institution.

An example of academic misconduct is plagiarism. Plagiarism is using the words or ideas of another, from the Internet or any source, without proper citation of the sources. See the *Student Academic Misconduct Policy* (approved December 9, 2005) located at: <https://www.unlv.edu/studentconduct/student-conduct>.

Copyright—The University requires all members of the University Community to familiarize themselves **with** and to follow copyright and fair use requirements. **You are individually and solely responsible for violations of copyright and fair use laws. The university will neither protect nor defend you nor assume any responsibility for employee or student violations of fair use laws.** Violations of copyright laws could subject you to federal and state civil penalties and criminal liability, as well as disciplinary action under University policies. Additional information can be found at: <http://www.unlv.edu/provost/copyright>.

Disability Resource Center (DRC)—The UNLV Disability Resource Center (SSC-A 143, <http://drc.unlv.edu/>, 702-895-0866) provides resources for students with disabilities. If you feel that you have a disability, please make an appointment with a Disabilities Specialist at the DRC to discuss what options may be available to you. If you are registered with the UNLV Disability Resource Center, bring your Academic Accommodation Plan from the DRC to the instructor during office hours so that you may work together to develop strategies for implementing the accommodations to meet both your needs and the requirements of the course. Any information you provide is private and will be treated as such. To maintain the confidentiality of your request, please do not approach the instructor in front of others to discuss your accommodation needs.

Religious Holidays Policy—Any student missing class quizzes, examinations, or any other class or lab work because of observance of religious holidays shall be given an opportunity during that semester to make up missed work. The make-up will apply to the religious holiday absence only. **It shall be the responsibility of the student to notify the instructor within the first 14 calendar days of the course for fall and spring courses (excepting modular courses), or within the first 7 calendar days of the course for summer and modular courses,** of his or her intention to participate in religious holidays which do not fall on state holidays or periods of class recess. For additional information, please visit: <http://catalog.unlv.edu/content.php?catoid=6&navoid=531>.

Transparency in Learning and Teaching—The University encourages application of the transparency method of constructing assignments for student success. Please see these two links for further information:

<https://www.unlv.edu/provost/teachingandlearning>

<https://www.unlv.edu/provost/transparency>

Incomplete Grades—The grade of I—Incomplete—can be granted when a student has satisfactorily completed three-fourths of course work for that semester/session but for reason(s) beyond the student's control, and acceptable to the instructor, cannot complete the last part of the course, and the instructor believes that the student can finish the course without repeating it. The incomplete work must be made up before the end of the following regular semester for undergraduate courses. Graduate students receiving "I" grades in 500-, 600-, or 700-level courses have up to one calendar year to complete the work, at the discretion of the instructor. If course requirements are not completed within the time indicated, a grade of F will be recorded and the GPA will be adjusted accordingly. Students who are fulfilling an Incomplete do not register for the course but make individual arrangements with the instructor who assigned the I grade.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Tutoring and Coaching—The Academic Success Center (ASC) provides tutoring, academic success coaching and other academic assistance for all UNLV undergraduate students. For information regarding tutoring subjects, tutoring times, and other ASC programs and services, visit <http://www.unlv.edu/asc> or call 702-895-3177. The ASC building is located across from the Student Services Complex (SSC). Academic success coaching is located on the second floor of the SSC (ASC Coaching Spot). Drop-in tutoring is located on the second floor of the Lied Library and College of Engineering TEB second floor.

UNLV Writing Center—One-on-one or small group assistance with writing is available free of charge to UNLV students at the Writing Center, located in CDC-3-301. Although walk-in consultations are sometimes available, students with appointments will receive priority assistance. Appointments may be made in person or by calling 702-895-3908. The student's Rebel ID Card, a copy of the assignment (if possible), and two copies of any writing to be reviewed are requested for the consultation. More information can be found at: <http://writingcenter.unlv.edu/>.

Students may consult with a librarian on research needs. For this class, the Subject Librarian is (https://www.library.unlv.edu/contact/librarians_by_subject). UNLV Libraries provides resources to support students' access to information. Discovery, access, and use of information are vital skills for academic work and for successful post-college life. Access library resources and ask questions at <https://www.library.unlv.edu/>.

Rebelmail—By policy, faculty and staff should e-mail students' Rebelmail accounts only. Rebelmail is UNLV's official e-mail system for students. It is one of the primary ways students receive official university communication such as information about deadlines, major campus events, and announcements. All UNLV students receive a Rebelmail account after they have been admitted to the university. Students' e-mail prefixes are listed on class rosters. The suffix is always @unlv.nevada.edu. **Emailing within WebCampus is acceptable.**

Final Examinations—The University requires that final exams given at the end of a course occur at the time and on the day specified in the final exam schedule. See the schedule at: <http://www.unlv.edu/registrar/calendars>.

EDH 609 Leading Diverse Organizations
Readings/Netflix/Storming
Fall 2015

Date	Topic / Chapter	Readings / Due	Netflix
August 25	Introduction to Course	<ul style="list-style-type: none"> Who are we? 	
September 1	Diversity in Higher Ed Definitions	<ul style="list-style-type: none"> Cuyjet etal Ch.1 & 4 Arminio etal Ch.1 	
September 8	Theoretical Tenets of Diversity/Bias Race in US	<ul style="list-style-type: none"> Cuyjet etal Ch.2 Arminio Ch.1 IAT – Race/Gender-Career/Sexuality 	R -The Loving Story (77 min)
September 15	White College Students	<ul style="list-style-type: none"> Arminio Ch. 3 & 4 Cuyjet Ch.10 	
September 22	African American College Students	<ul style="list-style-type: none"> Cuyjet etal Ch. 7 	R – Dark Girls (71 min)
September 29	Latino College Students Undocumented Issue	<ul style="list-style-type: none"> Cuyjet etal Ch 5 	R - The Other Side of Immigration (55 min) R – The Dream is Now (30 min) S – Which Way Home (82 min)
October 6	Asian American & Pac Is Students American Indian	<ul style="list-style-type: none"> Cuyjet etal Ch.6 & 8 	
October 13	No Class	IAT Part I Check Up Due 7:00 pm via email doris.watson@unlv.edu	
October 20	Gender: Men and Women Students	<ul style="list-style-type: none"> Cuyjet etal Ch.12 	R – Miss Representation (90 min)
October 27	LGBTQ Students	<ul style="list-style-type: none"> Cuyjet etal Ch. 13 	R – Venus Boyz (102 min) S – (A)Sexual (75 min)
November 3	Non Traditional Students International Students	<ul style="list-style-type: none"> Cuyjet etal Ch. 11 & 14 	
November 10	Students with Disabilities	<ul style="list-style-type: none"> Cuyjet etal Ch. 15 	
November 17	Religion	<ul style="list-style-type: none"> Cuyjet et.al Ch. 16 	
November 24	No Class	Last Reflection & IAT Self-Exploration Part II due 7:00 pm via	

		email doris.watson@unlv.edu	
December 1	Achieving Competence	<ul style="list-style-type: none"> • Cuyjet etal Ch.17 • Arminio etal Ch. 5 & 6 	
December 8	Project Presentations		

Netflix

R = Required Viewing

S = Suggested Viewing

NOTE – The professor reserves the right to assign movies for the later dates of the semester AND will do so with a minimum of 2 week notice.