



**The Citadel Graduate College  
School of Education  
Division of Counselor Education**

<b>EDUC 622-81: Multicultural Issues in Higher Education</b>	
<b>Fall 2017</b>	
<i>Instructor:</i> Melinda (Mindy) Miley	<i>Class Meetings:</i> Wednesday
<i>Office:</i> College of Charleston, New Student Programs office	<i>Class Hours:</i> 5:30pm to 8:00pm
<i>Telephone:</i> (843) 953-5426	<i>Meeting Room:</i> Caper 113
<i>Email:</i> <a href="mailto:Mmiley@citadel.edu">Mmiley@citadel.edu</a> <a href="mailto:mileym@cofc.edu">mileym@cofc.edu</a>	<i>Office Hours:</i> Contact via email for appointment time
<i>Credit Hours:</i> 3	

**COURSE DESCRIPTION:** This course is designed to address contemporary issues/trends, internal and external, to working within higher education systems, focusing on the status, programming needs, and legal and ethical concerns of racial minorities, persons with disabilities, different lifestyle orientations, and adult learners on college/university campuses.

**REQUIRED TEXTBOOKS:**

Harper, S.R., & Quaye, S.J. (2015). **Student engagement in higher education: Theoretical Perspectives and Practical Approaches for Diverse Populations**. New York, NY: Routledge.

**SUPPLEMENTAL READING:**

To be provided by your instructor

**Grading Scale**

Grades are determined based upon the following scale.

A = 90 – 100%

B = 80 – 89%

C = 70 – 79%

A grade below 70% will result in the student repeating the course.

**Methods of Assessment**

ASSIGNMENT	POINTS POSSIBLE
Multicultural Topic Papers	200
Additional Multicultural Topic Papers	250
Student Affairs administrator interview	50
Final Presentation	250
Research Paper	250
Total Points	1000

**CLASS EXPECTATIONS**

**Class Attendance and Professionalism**

One of the most important aspects of the education profession is that of professionalism. Punctual attendance in class is expected. The college policy will be followed. Attendance will be taken. Late assignments will be penalized. Active participation in class is a sign of professionalism.

**Honor Statement**

As a professional educator, integrity is an expectation. Students of The School of Education at The Citadel are expected to meet the standards set forth in the Citadel Code. Available at: <http://citadel.edu/r3/honor/manual.shtml>

“I will not lie, cheat, or steal, or tolerate those who do.”

**Cheating and plagiarism violations will be reported and a failing grade will be assigned for the work in question.** This class will follow The Citadel Honor Manual regarding plagiarism: "Plagiarism is the act of using someone else's words or ideas as your own without giving proper credit to the sources:

- When you quote another's words exactly you *must* use quotation marks and a footnote (or an indication in your paragraph) to tell exactly where the words came from, down to the page number(s). When you mix another's words and ideas with your own in one or more sentences, partially quoting the source exactly and partially substituting your own words, you must put quotation marks around the words you quote and not around your own. Then you cite the source, down to the page number(s).
- When you paraphrase another's words or ideas, that is, when you substitute your words for another's words, but keep their idea(s), you do not use quotation marks, but you must cite the source, down to the page number(s).
- When you use only another's idea(s), knowing that they are the other's ideas, you must cite the source of that idea or those ideas, down to the page number(s).
- Citing the source means giving, as a minimum, the author, the title of the book, and the page number. (The Citadel Honor Manual)

**Disability Disclosure**

If you need accommodations because of a disability, please inform me immediately. Please see me privately, either after class or in my office. To initiate accommodation, students must register with the Academic Support Center located in room 105 Thompson Hall or call 953-1820 to set up an appointment. This office is responsible for reviewing documentation provided by students requesting academic accommodation and for accommodation in cooperation with students and instructors as needed and consistent with course requirements.

**STUDENT INFORMATION:**

This course is a core requirement for the Certificate in Student Affairs and the Counselor Education Specialization in Student Affairs Memberships associated with the Profession of Counseling and Student Development:

- American Counseling Association (ACA)
- American College Personnel Association (ACPA)
- National Association Student Personnel Administrators (NASPA)
- Southern Association College Student Affairs (SACSA)
- South Carolina College Personnel Association (SCCPA)
- National Association Student Affairs Professionals (NASAP)

**GRADING CRITERIA AND PROCESS:**

CREP Standards	Learning Objectives	Learning Outcomes
III.A.7. Recognizes current trends in higher education and the diverse character of postsecondary education environments.	<p>Understands postsecondary student development in a multicultural society, including racial, minorities, persons with disabilities, different lifestyle orientations, and adult learners on college/university campuses.</p> <p>Knows the sociopolitical and socioeconomic forces that affect all students.</p> <p>Understands the effect of discrimination and oppression in postsecondary education.</p> <p>Recognizes the special needs of students in</p>	<p>Students demonstrated understanding of historical perspective and breadth of issues related to diversity in higher education through course literature and presentations.</p> <p>Through required reading and article discussions related to multicultural issues students understood and demonstrated differences in learning and acclimation to college campus environments, through group presentation and paper</p>

	<p>postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.</p> <p>Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.</p>	<p>Students analyzed impact of issues related to difference and determined appropriate and applicable approaches to service and program delivery aimed at meeting group specific needs (and overall campus needs, when applicable) through required readings, paper, class discussion, and case studies.</p> <p>Students synthesized issues related to groups with special needs along with the socio-political as well as cultural implications that exist in post-secondary environments</p>
<p>III.B.3. Demonstrates the ability to understand, support, and advocate for postsecondary student learning and development.</p>	<p>Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development.</p> <p>Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education.</p> <p>Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.</p>	<p>Students utilized journals and class discussions to further define and determine role; potential impact within post-secondary environment.</p> <p>Students understand role distinctions related to advocacy and support when dealing with special populations through case studies, exam, and presentation.</p> <p>Students prepared papers and journals and determined connections; analysis needed to perform duties within scope- with the understanding that level of multicultural competence may require collaboration or referral.</p>
<p>III.B.6. Participates in the design, implementation, management, and evaluation of student affairs programs, and is aware of various systems and environmental contexts that affect participants.</p>	<p>Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education.</p> <p>Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment.</p>	<p>Students articulated the impact a post-secondary climate can have on the implementation of initiatives related to special populations through analysis and discussions of case studies and class discussions.</p>
<p>III.D.1. Applies multicultural competencies to the practice of student affairs and college counseling.</p>	<p>Applies multicultural competencies to the practice of student affairs and college counseling.</p>	<p>Students included issues related to multicultural competencies and provided examples in paper and journals as evidenced and articulated through personal/professional experiences and applicable theory.</p>
<p>III.E.1. Understands postsecondary student development in a multicultural society, including characteristics such as immigrant status, disability, extreme ability or talent, cultural background, spirituality, and family situation.</p>	<p>Understands postsecondary student development in a multicultural society, including racial, minorities, persons with disabilities, different lifestyle orientations, and adult learners on college/university campuses.</p>	<p>Students demonstrated ability to critique and articulate nuances involved in student development via practice paper, class presentations, and course discussions.</p>
<p>III.E.3. Knows the sociopolitical and socioeconomic forces that affect all students.</p>	<p>Knows the sociopolitical and socioeconomic forces that affect all students.</p>	<p>Students facilitated readings and case studies and articulate forces that may impact students and/or applicable special populations and articulate distinctions, if applicable.</p> <p>Students demonstrated an understanding of applicable forces through exam responses.</p>
<p>III.E.4. Understands the effect of discrimination and oppression in postsecondary education.</p>	<p>Understands the effect of discrimination and oppression in postsecondary education.</p>	<p>Students demonstrated ability to synthesize historical discriminatory practices and impact on current day</p>

		environments and its students through course readings and class discussions.
III.E.5. Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.	Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students.	Students demonstrated distinctions special needs students and articulated interventions and support that are appropriate and applicable depending on the context and nature of the needs being addressed via class discussions, case studies, and exam.
III.E.6. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.	Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment.	Students demonstrated understanding through journal entries and exam responses
III.F.4. Applies multicultural competencies to serve diverse postsecondary student populations.	Applies multicultural competencies to serve diverse postsecondary student populations.	Students demonstrated knowledge and ability to synthesize level of competence and appropriate applicability through journal entries, exam responses, and class discussions
III.F.5. Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).	Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values).	Students demonstrated appropriateness and applicability of multicultural competency; the impact of resource limitations and environmental context through case studies and class discussions.
III.F.6. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.	Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students.	Students articulated opportunities and limitations of advocacy and analyzed role the post-secondary environment and type of special need(s) can have on institutional responsiveness through case studies and article readings
III.H.1. Assesses and interprets postsecondary student needs, recognizing uniqueness in culture, languages, values, backgrounds, and abilities.	Analyzes postsecondary student needs for appropriate learning and developmental opportunities.	Students demonstrated understanding of distinctions students with special needs may have and the importance of appropriate intervention and support through case studies, class readings, and class discussion.

### CONCEPTUAL BASE:

Developing Principled Educational Leaders for P-20 Schools -The Citadel's Professional Education Unit prepares **principled educational leaders** to be **knowledgeable, reflective, and ethical** professionals. Candidates completing our programs are committed to ensuring that all students succeed in a learner-centered environment.

The Citadel's Professional Education Unit is committed to the simultaneous transformation of the preparation of educational leaders and of the places where they work. Specifically, The Citadel's Professional Education Unit seeks to develop **principled educational leaders** who:

- have mastered their subject matter and are skilled in using it to foster student learning;
- know the self who educates (Parker J. Palmer) and integrate this self knowledge with content knowledge, knowledge of students, and in the context of becoming professional change agents committed to using this knowledge and skill to ensure that all students succeed in a learner-centered environment; and
- exemplify the highest ethical standards by modeling respect for all human beings and valuing diversity as an essential component of an effective learner-centered environment.

The Citadel's Professional Educational Unit is on the march, transforming itself into a Center of Excellence for the preparation of **principled educational leaders**. Through our initial programs for teacher candidates for P-12 schools and our advanced programs for professional educators in P-20 schools, The Citadel's Professional Education Unit transforms cadets and graduate students into **principled educational leaders** capable of and committed to transforming our schools into learning communities where all children and youth succeed.

The Citadel's Professional Education Unit has identified 15 performance indicators for candidates to demonstrate that they are **principled educational leaders** who are **knowledgeable, reflective, and ethical professionals**:

***Knowledgeable Principled Educational Leaders...***

1. Have mastered the subject matter of their field of professional study and practice;
2. Utilize the knowledge gained from developmental and learning theories to establish and implement an educational program that is varied, creative, and nurturing;
3. Model instructional and leadership theories of best practice
4. Integrate appropriate technology to enhance learning;
5. Demonstrate a commitment to lifelong learning;

***Ethical Principled Educational Leaders...***

6. Develop and describe their philosophy of education and reflect upon its impact in the teaching and learning environment;
7. Develop and manage meaningful educational experiences that address the needs of all learners with respect for their individual and cultural characteristics;
8. Construct, foster, and maintain a learner-centered environment in which all learners contribute and are actively engaged;
9. Apply their understanding of both context and research to plan, structure, facilitate, and monitor effective teaching and learning in the context of continual assessment;
10. Reexamine their practice by reflectively and critically asking questions and seeking answers;

***Reflective Principled Educational Leaders...***

11. Demonstrate commitment to a safe, supportive learning environment;
12. Embrace and adhere to appropriate professional codes of ethics;
13. Value diversity and exhibit a caring, fair, and respectful attitude and respect toward all cultures;
14. Establish rapport with students, families, colleagues, and community;
15. Meet obligations on time, dress professionally, and use language appropriately.

**LEARNING AND DEVELOPMENTAL GOALS, EVALUATION METHODS and CORRELATION TO THE CONCEPTUAL BASE:**

1. Understands postsecondary student development in a multicultural society, including racial minorities, persons with disabilities, different lifestyle orientations, and adult learners on college/university campuses. **CF 1, 2, 7, 11, 13; CSACC A.7, E.1.**
2. Applies multicultural competencies to serve diverse postsecondary student populations. **CF 3, 7; CSACC D.1, F.4.**
3. Addresses multicultural counseling issues as they relate to student development and progress in postsecondary education (e.g., discrimination, power, privilege, oppression, values). **CF 1, 2, 7; CSACC F.5.**
4. Recognizes the special needs of students in postsecondary education, including residents, commuters, distance learners, students with disabilities, adult learners, and student athletes, as well as nontraditional, international, and first-generation students. **CF 1, 2, 11, 13; CSACC A.7, E.5.**
5. Understands the cultural, ethical, economic, legal, and political issues surrounding diversity, equity, and efficacy in the postsecondary environment. **CF 1, 7; CSACC A.7, B.3, E.6.**
6. Understands the effect of discrimination and oppression in postsecondary education. **CF 5, 13; CSACC A.7, E.4.**
7. Knows the sociopolitical and socioeconomic forces that affect all students. **CF 1, 9, 10; CSACC A.7, E.3.**
8. Understands learning styles as well as institutional, systemic, interpersonal, and intrapersonal barriers to learning in postsecondary education. **CF 1-3, 7; CSACC B.3, B.6.**
9. Demonstrates how student learning and learning opportunities are influenced by the characteristics of both the student and the postsecondary environment. **CF 1, 5, 9, 10; CSACC B.6.**
10. Analyzes postsecondary student needs for appropriate learning and developmental opportunities. **CF 7-10; CSACC H.1.**
11. Collaborates with the postsecondary community to assist students, and uses postsecondary community resources to improve student learning and development. **CF 3, 11, 14; CSACC B.3.**
12. Advocates for policies, programs, and services that are equitable and responsive to the unique needs of postsecondary students. **CF 11, 13; CSACC F.6.**

**LEGEND: CF=Conceptual Framework Objectives; CSACC=CACREP 2009 Standards for Student Affairs & College Counseling.**