

**EdLead 593**  
***Diversity and Multiculturalism in  
Higher & Postsecondary Education***

**Spring 2007**

**Online (WebCT) +**

**2 face-to-face sessions:**

Saturday, February 3 – 9am-3pm, 200 Hokona Hall

Saturday, March 10 – 9am-3pm, 200 Hokona Hall

<b>Course Instructor:</b>	
<b><i>Alicia F. Chávez, Ph.D.</i></b> Department of Educational Leadership & Organizational Learning	
e-mail: use <b>WebCT e-mail</b> function or my regular e-mail address -- afchavez@unm.edu	Office: 392A Hokona Hall
Office Phone: 277-4387* or cell 613-5856* *Note: Since I move around a great deal for my research & teaching, I'm easiest to find via e-mail.	Office Hours: Appointments available in person and/or by phone. Feel free to ask questions via e-mail as well.

***We do not see the world as it is.***

***We see the world as we are.***

**- Anais Nin -**

### Course Overview

This 3 credit graduate masters/doctoral course will assist professionals in higher and postsecondary education to negotiate and design operations for the diversity of identity cultures in colleges and universities today. One of the great challenges in collegiate environments is working effectively to meet the needs of students, faculty, staff, parents and community members. When we add in the many identities of individuals in campus communities including ethnicity, sexuality, gender, socioeconomic status, age and ability; it can become an almost overwhelming challenge to serve others. This course is designed to assist individuals to effectively develop responsive in and out of class learning and service environments on today's college campus from a place of personal authenticity. We will focus on diversity & multiculturalism at individual, group and organizational levels.

To accommodate professional/personal obligations and the diverse geographical locations of students, the course is designed in a format utilizing 2 Saturday class sessions in combination with web based learning modules (UNM WebCT). Students will have many opportunities to interact with other collegiate educators as they explore identity cultures in higher & postsecondary education. This course is will count toward either an educational leadership masters or doctorate emphasis in higher education leadership.

Students will be provided with an optional web or face-to-face orientation and ongoing guidance in negotiating web based learning.

## Individual Needs

Students with specific learning, familial, tribal, spiritual, religious, physical or other individual needs are encouraged to contact Alicia early in the semester if there are services or adaptations which would be helpful in maximizing learning within the course. Students experiencing crisis during the course are encouraged to take care of any emergency and contact Alicia for assistance in the course when you are able. You are encouraged as well to take care of yourselves as you face the challenges of a graduate education.

## Course Readings

The course readings include a course reader and some electronic readings as follows:

- **The Course Reader will be available for sale during the February 3 face-to-face session** on the UNM Albuquerque Campus. I'll let you know the price once I get it assessed by the COE Copy Center folks.
  - The use of a course reader allows us a chance to read about perspectives, experiences and research by many of the primary voices on diversity & multiculturalism in higher/postsecondary education.
  - Three or four articles/chapters will be assigned per 2-week learning module; with the exception of Module 1 which will have 5 articles/chapters
- **Readings prior to the February 3 session will be available electronically** via learning modules posted on the WebCT online course site. You are welcome to download and/or print them for your own use.
  - I won't include these in the course reader to save on trees! ;-)  
*...it's easy being green!*

## Learning Outcome Goals for the Course

- To deeply explore our own identities and how these impact our professional perspectives, interpretations and practice as educators.
- To learn about identities, experiences, thoughts and feelings of a diversity of populations attending and working in colleges and universities in the United States with special emphasis on the southwest.
- To learn from a multiplicity of theoretical, practitioner and researcher voices on diversity and multiculturalism in higher and postsecondary education
- To gain insight from faculty, staff and students in colleges and universities on the topics of diversity and multiculturalism
- To learn how to recraft educational processes, policies, practices, operations and structures for diversity & multiculturalism

## How the Course is Organized

This course is organized into 8 learning modules; **2 that include face-to-face sessions at UNM in Albuquerque**. Each learning module is designed to build on the previous one and assist students in developing an introductory understanding of diversity and multiculturalism in the context of higher and postsecondary education environments and professional operations.

Students are encouraged to take additional focused courses in various aspects of diversity and multiculturalism and continue exploring these important issues through conference sessions, professional and narrative literature and research and through daily interactions with the wide diversity of faculty, staff and students in today's colleges.

In this course, we will focus first on the individual identity of self in relation to professional practice in higher & postsecondary education, then we will move into deep team explorations of various underserved populations in colleges and introduce ourselves to recrafting of leadership & administration, campus services and teaching/learning for diversity & multiculturalism.

- **Guided Reflection to Practice Online Discussions** for each learning module will facilitate regular interaction between students via WebCT online written discussions.
  - There will be two online discussions in the first and last modules and one online discussion in each of the rest.
  - Most online discussions will be in small groups to enhance deep interaction
  - Points will accrue for online discussions according to the guidelines later in this syllabus
- **2 required face-to-face sessions** will be facilitated on February 3 & March 10
  - Points for each face-to-face session are detailed later in this syllabus
- **Two Assignments**, a paper & a project, are designed as “learning tools” and students are encouraged to utilize them deeply for professional reflection, exploration and application of concepts of diversity & multiculturalism. These assignments are detailed later in this syllabus and include:
  - an individual *Cultural Autobiography Paper*
  - a team *Underserved Population Immersion, Recrafting & Facilitation Project* (designed for ease in working together across distances)

## Course Schedule

### Learning Module 1: January 16-30, 2007

*Introduction to Diversity & Multiculturalism in Higher & Postsecondary Education*

#### Readings

- Steinau Lester, J. (19??). Who gets a seat at the table? *The Future of White Men and Other Diversity Dilemmas*. Berkeley, CA: Conari Press.
- Thomas, Roosevelt (1991). *Beyond Traditional Approaches*, in *Beyond Race & Gender*, pp. 16-33. New York: American Management Association.
- Katz, J.H. (1989). The challenge of diversity. In C. Woolbright (Ed.), *College unions at work. Monograph, 11* (pp. 1-17). Bloomington, IN: Association of College Unions - International.
- Chávez, A.; Guido-DiBrito, F. & Mallory, S. (2003). Learning to Value the "Other": A Model of Diversity Development. *Journal of College Student Development, Vol. 44(4)*, 1-17.
- Rhoads, R.A., and Black, M.A. (1995). Student Affairs practitioners as transformative educators: Advancing a critical cultural perspective. *Journal of College Student Development, 36* (5), 413-421.

**Note: This first set of readings can be found electronically through the course WebCT Learning Module 1**

#### Learning Module Activities

- See Learning Module 1 for learning activities in this module including a mini-lecturette, online discussion questions, assignment updates etc.

## Learning Module 2: January 31- February 13, 2007

### *Cultural Autobiography – The Journey Inward*

#### Readings

- Gardenswartz, Lee & Rowe, Anita. (1993). *Understanding the Range of Cultural Behaviors and Expectations, Managing Diversity*, 11-55. San Diego: Pfeiffer & Company.
- **Choose any 3** of the following autobiographical essays on identity. Read more if you have time. Four of these essays: Carlson, 1999; Jaramillo, 1997; Salob, 1999; & Whiting, 2000 are cultural autobiography papers written by graduate students (shared with permission).  
  
Arviso Alvord, Lori. (1997). *Full Circle*. In Andrew Garrod & Colleen Larimore's *First Person, First Peoples: Native American College Graduates Tell Their Life Stories*, pp. 212-229. Ithaca: Cornell University Press.  
Brubaker, Dan (1998). *Deaf First, Gay Second*. In Shane Windmeyer & Pamela Freedman's *Out on Fraternity Row*, pp. 41-46.  
Carlson, Erika S. (1999). *My Middle Class Self*. Cultural Autobiography Essay by an Educational Leadership Masters Student  
Chávez, A. (2001). *Spirit & Nature: Reflections of a Mestiza in Higher Education*. New Directions in Student Services, 2(4), 69-79. Special Issue on Spirituality on College Campuses, Margaret Jablonski (ed.). San Francisco: Jossey-Bass.  
Jaramillo, Diana (1997). *My Journey as a Straight Woman*. Cultural Autobiography Essay by an Educational Leadership Masters Student.  
Manjarréz, Carlos Arturo (1991). *Mis Palabras*. In David Schoem's *Inside Separate Worlds. Life Stories of Young Blacks, Jews and Latinos*, pp. 50-63. Ann Arbor, MI: University of Michigan Press.  
Salob, Debra S. (1999). *Growing Up Jewish: Letters to My Father*. Cultural Autobiography Essay by an Educational Leadership Masters Student  
Whiting, Sean (2000). *Male Cultural Identity*. Cultural Autobiography Essay by an Educational Leadership Masters Student.

**Note: This set of readings can be found electronically through the course WebCT Learning Module 2**

#### Learning Module Activities

- See Learning Module 2 for learning activities in this module

#### Saturday, February 3, 2007 Face-to-Face Session:

- 9:00 am – 3:00 pm, 200 Hokona Hall, University of New Mexico Campus
- Parking is free and open – get there early for the best options
- Students are encouraged to bring snacks to share
- We will have a 1 hour lunch break from noon – 1pm

#### 1-page cultural autobiography proposal due February 7

- submit electronically via the WebCT 'assignment' tool

### Learning Module 3: February 14 – February 28, 2007

#### *Diversity, Learning & Development*

##### Readings

- Gardner, S.; Dean, C; & McKaig, D. (1989). *Responding to Differences in the Classroom: The Politics of Knowledge, Class & Sexuality*. *Sociology of Education*(62) 64-74.
- Fielden, C. (2004). *Identifying and Accommodating Students with Disabilities*. In Ann M. Johns and Maureen Kelley Sipp's *Diversity in College Classrooms* (pp.114-132). Ann Arbor, MI: University of Michigan Press.
- Chávez, A. & Guido-DiBrito, F. (Forthcoming). *Cultural, Racial & Ethnic Differences in Adult Learning and Development*. In Smith, C. *Handbook of Research in Adult Development & Learning*.
- Narayan Parker, Priya (2006). *Sustained Dialogue: How Students are Changing Their Own Racial Climate*, 17-23. *About Campus*, 2(1).

**Note: readings can be found in the course reader**

##### Learning Module Activities

- See Learning Module 3 for learning activities in this module

### Cultural Autobiography Paper Due February 28

- submit electronically via the WebCT 'assignment' tool

### Learning Module 4: March 1-10, 2007

#### *Recrafting for Diversity & Multiculturalism*

##### Readings

- Strange, Carney (2000). *Creating Environments of Ability*. In Holley Belch's *Serving Students with Disabilities*. *New Directions for Student Services*, 91 (19-30). San Francisco: Jossey-Bass.
- Sanlo, Ronni L. (2004). *Lesbian, Gay & Bisexual College Students: Risk, Resiliency and Retention*. *Journal of College Student Retention*, 6(1) 97-110. Baywood Publishing.
- Cajete, Gregory (2005). *American Indian Epistemologies*. In Mary Jo Tippenconnic Fox, Shelly Lowe and George McClellan's *Serving Native American Students*. *New Directions in Student Services*, 109 (pp. 69-78). San Francisco: Jossey-Bass.
- Rhoads, Robert (1997). *Community Service and Higher Learning: Explorations of the Caring Self*. New York: State University of New York Press.
- Neely, Teresa Y. & Peterson, Lorna (2006). *Achieving Racial and Ethnic Diversity Among Academic and Research Librarians: The Recruitment, Retention, and Advancement of Librarians of Color*. White Paper. ACRL.
- Martinez, Magdalena & Fernández, Edith (2004). *Latinos at Community Colleges*. *New Directions for Student Services*, 105. San Francisco: Jossey-Bass.

Longwood, Merle; Muesse, Mark & Schipper, William (2004). *Men, Spirituality and the College Experience*. New Directions in Student Services, 107. San Francisco: Jossey-Bass.

### Learning Module Activities

- See Learning Module 4 for learning activities in this module

### Saturday, March 10, 2007 Face-to-Face Session:

- 9:00 am – 3:00 pm, 200 Hokona Hall, University of New Mexico Campus
- Parking is free and open – get there early for the best options
- Students are encouraged to bring snacks to share
- We will have a 1 hour lunch break from noon – 1pm

**Spring Break!!!** March 11-18...Have a Restful Break from Academics!

### Learning Module 5: March 19-April 2, 2007

*Diversity, Leadership & Administration*

#### Readings

- Harvey, William (2004). *Deans as Diversity Leaders*. In Frank Hale's What Makes Racial Diversity Work in Higher Education (pp.292-306). . Sterling, VA: Stylus Publishing.
- Liang, Christopher; Lee, Sunny & Ting, Marie (2002). *Developing Asian American Leaders*. In Marylu McEwen, Corinne Maekawa Kodama, Alvin Alvarez, Sunny Lee & Christopher Liangs' Working with Asian American College Students. New Directions in Student Services, 97 (pp. 81-89). San Francisco: Jossey-Bass.
- Roper, Larry (2005). *The Role of Senior Student Affairs Officers in Supporting LGBT Students*. In Ronni L. Sanlo's Gender Identity and Sexual Orientation: Research, Policy and Personal Perspectives. New Directions in Student Services, 111 (pp. 81-88).
- Logan Patitu, Carol & Hinton, Candace (2003). *The Experiences of African American Women Faculty and Administrators: Has Anything Changed?* In Mary Howard-Hamilton's Meeting the Needs of African American Women. New Directions for Student Services, 104 (pp. 79-93).
  - **Readings can be found in the course reader**

### Learning Module 6: April 3-17, 2007

*Serving Diverse Populations in Higher & Postsecondary Education*

#### Readings & Learning Module Activities

- Readings and discussions assigned by student project teams
  - **Readings, PowerPoint presentations & discussion questions will be posted electronically within the learning module (materials due electronically to Alicia by March 28 for posting)**

### Learning Module 7: April 18-May 2, 2007

*Serving Diverse Populations in Higher & Postsecondary Education*

### Readings & Learning Module Activities

- Readings assigned by student project teams
  - **Readings, PowerPoint presentations & discussion questions will be posted electronically within the learning module (materials due electronically to Alicia by April 4 for posting)**

### Learning Module Activities

- See Learning Module 7 for learning activities in this module

### Learning Module 8: May 2-9, 2007

*Wrapping it Up...*

#### Readings

- **No readings for this module**

#### Learning Module Activities

- See Learning Module 8 for final learning activities in this module

## Guided Reflection to Action Online Discussions & Face-to-Face Sessions

35% of total grade

Each of the two face-to-face Saturday sessions (February 3 & March 10) is required and worth 30 points of your discussion and participation grade.

Online Guided Reflection to Action Discussions are the equivalent of regular "class participation" in an online course. Discussion topics will be posted based on the focus of each learning module.

- Please log into the class and participate in the discussion at least **2 times** during the module (there is no required word length for discussion posts). You must both respond to questions posed by me and respond to discussion posted by other students in the class. To do this, be sure to log in and participate early and then later during the module dates.
- You are expected to participate in all of the discussion topics presented during the semester. The richness of our discussion interactions will in large part determine the level of learning we experience, so engage the discussions deeply, and encourage others to engage with your questions and comments!
- Some discussion topics/questions will be posted by student teams as part of the Underserved Populations Immersion & Facilitation Team Projects.

In terms of grading, you will have the opportunity to earn an "all or nothing" 10 points for each discussion question per module. At the end of the course, I will add the total number of points you have earned to determine your discussion grade. Below is the rubric that I will use to determine assignment of points for your discussion responses in each learning module.

Criterion for Discussion Posts	Points Earned/Total Points
<p>Students will earn full points for each discussion once they complete the following. Students not submitting discussion posts during the learning module dates or failing to meet <u>all</u> of the following criteria will not receive any of the points for the specific discussion.</p> <ul style="list-style-type: none"> <li>• Student submits two discussion posts for the module               <ol style="list-style-type: none"> <li>1. Students substantively respond to the discussion question posted, including ties to readings and professional examples where requested.</li> <li>2. Student provides respectful feedback to comments made by classmates in discussion responses. I encourage a wide range of perspectives; creative controversy is a good thing when offered respectfully.</li> </ol> </li> <li>• Students must submit posts during the specific learning module dates.</li> </ul>	
<b>Total</b>	/10

### **Cultural Autobiography Paper**

35% of total grade

- **Due Wednesday, February 28, 2007**
  - Submit via WebCT **'assignment'** tool

The cultural autobiography is a 14-20 page paper with the following components. Keep in mind that depth is the key to success in writing this self-reflective paper.

### **One Page Proposal – due Wednesday, February 7, 2007**

- Submit via WebCT **'assignment'** tool
- A one page proposal is due to Alicia for feedback and approval on the date specified in the course schedule. Feel free to e-mail me or arrange a phone appointment with me should you wish to discuss your ideas or have questions.
  - In your one page proposal outline the identity you'd like to focus on in the cultural autobiography and how focusing on this identity will assist you as an educator.
- Alicia will facilitate activities and discussion at the February 3 face-to-face session to assist students in exploring options
- 4 examples of cultural autobiographies papers will be provided in Learning Module 2 for you to see how others, including Alicia, have reflected deeply on a cultured aspect of their professional practice.

### **Part I**

- For the first part of this assignment, each student will write an autobiographical essay focusing on one identity of your cultured self. This identity should be one that you were either born as or born with and have lived within for all or most of your life.
  - **Born as** – i.e. gender, sexuality, ethnicity
  - **Born into** – i.e. income/class, religion or spirituality, geographical region or circumstance such as rural or urban upbringing. This must be something you've lived with all or most of

your life.

- This autobiography should be a story & interpretation about your life in this culture. Part I of the assignment is a chance for you to describe and illustrate(give examples) of this aspect of your cultured self and what being a part of this culture means in your life. ***Be sure to go deep!*** You are encouraged to utilize whatever metaphors, artifacts such as photos, themes or other creative means to explore this culture but be sure to stay focused on the values elements of one aspect of your identity. ***Students are welcome to write Parts I & II in separate or integrated form.***
  - You may choose to write about the deep impact of your social or economic class, ethnicity, culture, gender, religion, sexuality, nationality, or other approved aspect on who you are today.
  - Write about **3-5 major values, assumptions, beliefs, and the behaviors** these lead to in your life....as well as attitudes and motivations originate in this cultured aspect of your upbringing.
  - In the past I have had students who have utilized the Catholic sacraments or Jewish rituals as themes to explore the effect of their religion; relationships as themes to explore heterosexuality; cultural symbols to explore their ethnic/racial culture; family photos to outline themes of being a motherless daughter; and material objects to explore different class distinctions between two parents.
  - Part I should be 7-10 pages double spaced

## **Part II**

- The second part of your essay should describe, analyze, critique and consider the implications of this cultured aspect of yourself on your educational practice or an area of educational practice in which you are interested for the future. You should utilize Part I as a foundation for this portion of the assignment. The focus of this project is the interpretation, critique and implications of the values/themes of your cultured self (from Part I) and ***how they manifest themselves in your professional practice***. Specifically the following areas should be explored in-depth:
  - Analyze and critique the effect of at least 3 elements of your cultured self from Part I on your professional work or future work.
    - Analyze the effect of these elements on your view (interpretations, assumptions, generalizations, judgments etc.) of others in your work in education (students, peers, community, etc.).
      - Some questions to consider might include....
        - How do you're your learned cultural values described in Part I affect the way you see interpret and judge others in educational environments?
        - How do your learned cultured values impact the way you see, interpret & judge yourself as an educator?
    - Analyze the effect of these elements on your behavior toward others and toward yourself in your work as an education professional or future education professional. Consider specifically how your culture affects the way you work or will work in a professional area that interests you in education.
    - Discuss the implications of these affects on your ability to work effectively with and serve a diversity of constituents as an educator.

- Discuss ways in which these values act as both strengths and limitations to your professional practice and how you can maximize them as strengths as well as minimize them as limitations.
- Discuss 3-5 goals for your continued journey in learning to be aware of, understand, critique and utilize cultured elements of yourself in your professional practice as an educator.
- This part of the paper should be 7-10 pages, double spaced.

### **Underserved Population Immersion, Recrafting & Facilitation Project**

30% of total grade

*Two Learning Modules (5 & 6) will be designed and facilitated by student teams utilizing the components of this project.*

- *During the February 3 face-to-face session, we will collectively determine topics and negotiate dates.*
- Students will benefit from their own and other student team projects.

For this assignment, each team will research a specific underserved population of students, faculty & staff in higher & postsecondary education and develop materials that others can then take with them for future reference. The various components of the assignment should highlight:

1. in-group commonalities and differences of identity and history,
2. ways in which educational environments are and are not meeting their educational and/or professional needs, and
3. recommendations for future improvement of higher & postsecondary environments.

### **Underserved Population Options**

- Students, Faculty & Staff of American Ethnic Minority Status
  - choose one student ethnic population from Hispanic, Native American, African American or Asian/Pacific Islander
- Students Faculty & Staff who are Recent Immigrants from other countries
- Students, Faculty & Staff who are Homosexual, Bisexual
- Students, Faculty & Staff from Low Income Circumstances
- Students, Faculty & Staff who are the first in their families to go to college
- Students, Faculty & Staff with Learning and/or Physical Disabilities
- Students Faculty & Staff who are from a non-Christian religion

Your student peers will evaluate your project based on criteria we develop together in the course. Be sure to be creative and develop colorful, engaging presentation materials. Send all materials to Alicia via e-mail by the specified dates for posting in the learning module. There are several requirements for the projects, including:

- **Reading for the Class**
  - 1 scanned chapter or article on this population in higher and/or postsecondary education.
- **PowerPoint Presentation**
  - Presentation about the history, demographics and educational experiences of this population in American higher and postsecondary educational environments.

- Narrative quotes from at least 3 interviews with faculty, staff and students in this population within higher &/or postsecondary education
- **Annotated Bibliography**
  - should include at least 15 resources from literature, film, multimedia and/or web based resources about this population
  - An annotated bibliography is the citation + a 1 paragraph abstract or summary about the resource
- **Recraft** one campus policy, syllabus, structure, campus service, procedure, campus printed item or other operational aspect to be more *congruent with this underserved population*. Describe the changes you made and your rationale for making these modifications.
  - Keep in mind that this is not an “add on” process but rather a deconstruction and recrafting of an existing operation or practice on a college campus.
  - We will practice this process of recrafting for diverse and multicultural competence collectively in the March 10 face-to-face session
- **1 Discussion Question**
  - to be posted in the WebCT ‘discussion’ tool as the learning module class interaction

*Evaluation Ratios:*

1. Guided Reflection to Practice Online Discussions & face-to-face session attendance	35 %
2. Cultural Autobiography Paper	35 %
3. <u>Underrepresented Population Immersion, Recrafting &amp; Facilitation Project</u>	<u>30 %</u>
TOTAL	100%

*General Expectations*

**You should expect to spend at least 8-12 hours a week on this course**, including readings, viewing course content, interacting with fellow students, completing assignments, posting to the discussion area, learning from practicing educators etc.

**Face-to-Face Meetings:**

You are required to attend two face-to-face meeting sessions on **February 3 and March 10**.

- Each of these sessions will count for **30 points of the discussion & participation grade**.

**All announcements/changes/due dates will be posted on WebCT.** It is your responsibility to check WebCT for communications and changes to the course **several times per week**. Because your participation in a regular way is the equivalent to class attendance, and “attendance” via your postings determines the quality of everyone’s learning environment, no late work can be accepted.

**Dispositions:**

**The following dispositions are expected of a professional educator and leader.**

1. Act in an ethical manner with integrity and fairness; practice equity, respect the individual, and demonstrate a caring attitude;
2. Take responsibility for one's own actions and behaviors;
3. Work collaboratively with colleagues; demonstrate social and relational skills; understand and use team-building strategies;
4. Demonstrate willingness to explore and understand cultural competence; maintain self-awareness and critique personal and professional biases;
5. Demonstrate an understanding of and commitment to a democratic society and democratic discussions;
6. Have habits of mind that
  - a. Demonstrate persistence and commitment to continuous learning;
  - b. Demonstrate listening with understanding;
  - c. Demonstrate flexible thinking and the ability to take multiple perspectives;
  - d. Demonstrate the willingness to take responsible risks;
  - e. Demonstrate independent thinking with accountability;
  - f. Demonstrate appreciation, empathy, and celebration;
  - g. Demonstrate energy, enthusiasm, and hopefulness

## Active Participation

Taking responsibility within a learning community requires a variety of skills including active engagement with topics and with other members of the community. This course is designed, for that reason, to be highly engaged and will combine theory, practice, and fieldwork to explore diversity in action on college campuses. Full participation of every individual is necessary in discussions, readings, activities, and assignments to maximize the effectiveness of our learning community's engagement with this topic. Students will be expected to work at drawing out insights from others, balancing their own contributions, and reinforcing everyone's participation. Each individual in the course group will be responsible for the role of teaching others as well as for their own learning. Because every group is a diverse one, we will work to ensure that a variety of ideas within the parameters of the course are respectfully explored and discussed. It is important that we work to include each individual within discussions so that we learn from the full range of perspectives within our learning community. Creative controversy will be encouraged and supported within the parameters of a respectful community.

As a community of learners we will develop and hold each other accountable to collective expectations and guidelines. These guidelines will be developed early in the course and negotiated within our working community throughout the session. We will utilize the diversity, contributions and feedback of the group as a laboratory for learning.

## Writing

Writing should be appropriate for graduate level papers. Students will gain graduate level writing proficiency over time through practice in this and other courses.

- A title page, page numbers, citations and reference lists are required (if appropriate for the assignment) for papers & projects.

- All references and citations must be in APA (Fifth Edition) Style, which is one of the widely used styles used in U.S. educational publications.
  - An abbreviated APA style guideline is available in the [Course Resources File](#) on the main content page of the WebCT course site to assist students.
- Papers should be free of typos and double-spaced.
  - Students are encouraged but not required to gain feedback on papers and projects from peers prior to turning them in for evaluation by the instructor.
- Students are encouraged to be creative and innovative in their writing and to develop their own unique style within the parameters of assignments.
  - I often give an extra (+) to a grade for creative expression of ideas or extensive in-depth use and citation of resources.
- Writing assistance is available through the [UNM College of Education Graduate Writing Studio](#).

### Computer Requirements

Since this is an online course, there are some minimum hardware and software requirements to complete the course. For recommended operating system requirements and web browser compatibility, see <http://webct.unm.edu/home/setup/system.html>.

For *all* browsers, **JavaScript and Cookies must be enabled**. To use Chat and Whiteboard, Java must also be enabled. Please see <http://webct.unm.edu/home/setup/browser.html> for details on internet browser setups.

Students will need access to Microsoft Word and PowerPoint for this course. In addition, students will need to obtain [Adobe Acrobat Reader](#), which can be downloaded for free from the Internet and either [Windows Media Player](#) or [Real Player](#) to listen to audio clips. You may also want to download [WinZip](#) for free from the Internet.

Homework assignments will be submitted electronically via WebCT '[assignment](#)' tool not via e-mail, please! All assignments can be created electronically and should be typed in Word or created in PowerPoint or scanned, as appropriate for specific assignments.

### Technical Support

If you are having **technical** problems with WebCT such as submitting assignments or accessing grades & feedback, you can contact free technical support through one of the following ways:

- Phone: (505) 277-7490
- Email: [webct@unm.edu](mailto:webct@unm.edu)
- Web: <http://webct.unm.edu>

Any course **content related** questions should be directed to me (see [contact](#) information).

### Course Evaluation

You will be asked to complete a mid-term and final course evaluation survey online for this course. These surveys are completely anonymous and provide useful information to improve this course. If you have any questions or concerns about the survey, please ask the instructor.

## Course Policies

**Academic Integrity:** Each student is expected to maintain the highest standards of honesty and integrity in academic and professional manners. The University reserves the right to take disciplinary action, up to and including dismissal, against any student who is found guilty of academic dishonesty or otherwise fails to meet these standards.

**Access to Education:** Qualified students with disabilities needing appropriate academic adjustments should contact the instructor as soon as possible to ensure your needs are met in a timely manner. For information on assistive technology available for student use and additional information on services available through Student Accessibility Services, see <http://www.unm.edu/~as/>.

**Audit:** A student may register for a course as an auditor, providing permission of the instructor is obtained. A student has the first four weeks of the semester to change a course to audit status. No changes in audit status will be processed after the fourth week of class. Students are charged the normal tuition rate for auditing a course.

**Collaboration:** Collaborative work, such as studying or discussing course assignments and materials with other class members, is highly encouraged. Students are encouraged to collaborate with each other using the WebCT email discussion area tools and chat rooms. The discussion area called 'Student Café' is one place to share ideas with others in the class.

**Copyright:** All materials in this course fall under copyright laws and should not be downloaded, distributed, or used by students for any purposes outside of this course.

**Privacy and WebCT Tracking Notice:** WebCT or the course web site automatically records all students activities, including, your first and last access to the course, the pages you have accessed, the number of discussion messages you have read and sent, chat room discussion text, and posted discussion topics. This data is accessed by the instructor to evaluate class participation and to identify students having difficulty using WebCT features.

**Incompletes, Withdrawals, and Drops:** I give out incompletes only under extreme circumstances. If you are running into problems with the course, please contact me as early as possible so you do not fall behind.

This course falls under all UNM policies for last day to drop courses, etc. Please see <http://www.unm.edu/studentinfo.html> or the [UNM Course Catalog](#) for information on UNM services and policies. Please see the [UNM academic calendar](#) for course dates, the last day to drop courses without penalty, and for financial disenrollment dates.