



Sam Houston
State University

Welcome to
Diverse Student Populations

HIED 5367

Fall 2017

College of Education

Department of Educational Leadership

This course satisfies requirements for the Master's Degree in Educational Administration and the certificate in Academic Advising



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Please contact us for any course assistance

Virtual Office Hours (via Blackboard):

Monday-Friday 9:30am-3:00pm

Wednesdays 9:30am-3:00pm (Huntsville)

Thursday 9:30am-3:00pm (Woodlands Center)

In-person appointments are welcomed and encouraged.
Zoom Videoconference appointments are also available.

Connect on the following social media:

Website: www.ricmontelongo.com

Twitter: @rmontelo #HIED5367

LinkedIn: www.linkedin.com/in/rmontelo

Be sure follow SHSU HIED on [Facebook](#) and [Twitter](#) for additional updates and notices

SHSU Motto: "A Measure of a Life is its Service"



A BRIEF INTRODUCTION AND WHY I TEACH THIS COURSE: My name is Dr. Ricardo Montelongo (most students call me Dr. Ric) and I am extremely excited that we'll be working together this fall semester. I come to this class with almost twenty years of professional experience working in higher education. My range of experience is very diverse and I have worked in the areas of student success and retention services, academic advising, student support services (SSS/TRiO), student-athlete support services, institutional research, multicultural services, student activities and residence life. My research is closely related to the topics we'll cover this semester. I believe in preparing higher education administrators who value and promote multiculturalism on campus and understand the challenges and opportunities students face within our diverse university environments. This course will expose you to these issues and provide tools for professional practice.



Teaching Assistant - Cassandra Boyd: I am the Program Coordinator for the Office of Diversity Initiatives and supervisor of Women's Resource Center at Lone Star College-North Harris, located in Houston Texas. I have advised cultural student groups and women's organizations for over a decade. One of my many career hats, includes teaching and mentoring students as an adjunct communications instructor. I graduated with my Bachelor's degree in communications from Savannah State University. I also obtained my Master's degree in Higher Education Administration from Florida International University in Miami, Florida. Currently, I am a second-year doctoral student at Sam Houston State University in the Educational Leadership program. My research interests include student veterans, international students, and non-traditional students.

I. COURSE DESCRIPTION

Graduate students will explore current demographic trends in higher education student populations. Additional study into student development theory is made to further refine higher education administrators' understanding of how a variety of students grow and develop in higher education. Prerequisite: Admission in to the Master of Arts in Higher Education Administration. Credit 3. (SHSU Graduate Course Catalog 2017-2018).



II. COURSE OBJECTIVES

As a result of being enrolled in Diverse Student Populations, students will be able to:

1. Understand the foundational and historical aspects regarding the educational experience for diverse groups.
2. Reflect on personal assumptions, differences, and similarities regarding multiculturalism.
3. Understand the concept of intersectionality with regards to individual backgrounds and identities.
4. Know pertinent research covering multiculturalism, social justice, and campus diversity.
5. Identify and apply various theories and strategies conducive towards promoting multiculturalism in higher education administration practice.

III. COURSE EVALUATION AND IDEA OBJECTIVES

At least three opportunities for course evaluation will be offered: 1) a pre-class survey for gathering expectations; 2) a mid-class evaluation, and 3) the end-of-session evaluation of faculty performance. Specifically, this course should provide you the following items:

1. Developing knowledge and understanding of diverse perspectives, global awareness, and other cultures
2. Gaining a basic understanding of the subject (e.g. factual knowledge, methods, principles, generalizations, theories).
3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Learning to analyze and critically evaluate ideas, arguments, and points of view.

IV. COURSE CONTENT AREAS

The course will be taught as a field seminar, meaning you will engage the literature on the subject matter, discuss it with current professionals in higher education, and present your findings to your classmates for further discussion. This course is divided into 4 areas:

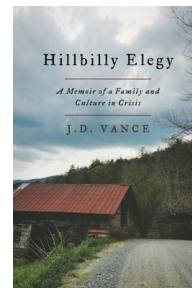
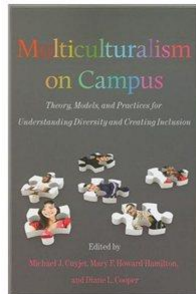
- Historical and contemporary contexts
- Educational environments and their impact
- Experiences of diverse college student populations
- Multiculturalism in professional practice and workplace settings

V. LEARNING RESOURCES AND COURSE MATERIALS

Course Requirements – All course requirements and resources will be posted on the Blackboard page for this course. Students are expected to check Blackboard often. If you have any difficulties with Blackboard you can contact SHSU Online at <http://distance.shsu.edu/current-students/> or blackboard@shsu.edu Support Desk: in order to offer additional support to students, SHSU Online is implementing an “Around the Clock” service model at the SHSU Online Support Desk. This means support is available 24 hours a day, Monday-Friday, plus 7am- midnight on Saturdays, and 1pm-midnight on Sundays. <http://online.shsu.edu/campus/support-desk/>
Note: all written assignments will be submitted electronically via Blackboard.

The required textbooks for this course are:

- *Multiculturalism on campus: Theory, models, and practices for understanding diversity and creating inclusion* by Cuyjet, M.J., Howard-Hamilton, M. F., Cooper, D.L. (Eds.), Stylus Publishing, ISBN 9781579224646 (paper)
- *Educating a diverse nation: Lessons from Minority-serving institutions* by Conrad, C. & Gasman, M., Harvard Press, ISBN 9780674736801 (hardcover)
- *Hillbilly elegy: A memoir of a family and culture in crisis* by Vance, J.D., Harper Publishers, ISBN 978-0062300546 (hardcover)



- Additional readings will be offered for supplemental learning, as needed. If so, they will be provided via E-reserves. Instructions on how to obtain these supplemental readings will be provided.
- You are also expected to keep up with current events in higher education related to the course. It is important to stay in check with diversity and multicultural issues impacting students, faculty, and administration. I am requiring that you subscribe to the **weekly updates (minimum)** to **Inside Higher Ed**. This is a free service and you can sign up at <https://www.insidehighered.com/content/sign-inside-higher-eds-newsletters>.
- You are strongly encouraged to use other information resources such as the Chronicle of Higher Education and various news outlets and social media sources (Twitter is an excellent source).



VI. COURSE POLICIES

Respect for Diversity* – It is my intention to conduct this course in such a manner that a clear respect for diversity is maintained throughout the course content, activities, and with materials used. This includes respect for the treatment of materials related to gender, sexual orientation, different abilities, age, socioeconomic status, ethnicity (race, nation, or culture), race (physical characteristics transmitted by genes, body of people united by common history or nationality), and culture (beliefs, customs, arts, and institutions of society). Feedback and suggestions are welcome. [*this statement adapted from Cuyjet, M.J., Howard-Hamilton, M.F. & Cooper, D.]

Late Assignments – *All students are expected to complete learning tasks on schedule.* As this is a graduate-level course, late assignments will not be accepted. All due dates are specified in the class schedule/syllabus and students are responsible for keeping track and meeting deadlines. Most assignments will be due on **Sundays at the end-of-day (11:59pm) via Blackboard** unless otherwise stated by the instructor. Since each week covers a new topic area and deadlines are provided at the start of the semester, deadlines for submission are strict and technology problems or lack of preparation or a busy work week are not acceptable excuses for late assignments. Should you experience technology issues that impact the submission of your work through Blackboard, you must contact the instructor immediately for alternate means of submitting your work. If you have extreme personal circumstances that warrant an exception, you must contact the instructor in advance and have prior approval for any late submission. Discuss any issues with the instructor immediately.

Official Communication - Blackboard and SHSU e-mail accounts are the only official forms of communication for this course. Course information will be sent through Blackboard notification (email and announcements). Therefore, it is imperative that you check your SHSU e-mail and Blackboard regularly, if not daily.

Student Guidelines, Code of Conduct, Academic Dishonesty, & Grievances - All students are expected to engage in all academic pursuits in a manner that is above reproach. Students are expected to maintain honesty and integrity in the academic experiences both in and out of the classroom. Any student found guilty of dishonesty in any phase of academic work will be subject to disciplinary action. The University and its official representatives may initiate disciplinary proceedings against a student accused of any form of academic dishonesty including but not limited to, cheating on an examination or other academic work which is to be submitted, plagiarism, collusion and the abuse of resource materials. I have a zero tolerance policy for academic dishonesty, plagiarism, mis- or non-attribution, and cheating. An excuse of “I didn’t know” is not acceptable at the graduate-school level. SHSU takes this matter seriously and do not be tempted to risk your academic and professional career. Information on academic dishonesty can be found at [Procedures in Cases of Academic Dishonesty #810213](#). Student grievances pertaining to academics may also be found in the SHSU Academic Policy Manual [Academic Grievance Procedures for Students #900823](#)

Students with Disabilities Policy – It is the policy of Sam Houston State University that individuals otherwise qualified shall not be excluded, solely by reason of their disability, from participation in any academic program of the university. Further, they shall not be denied the benefits of these programs nor shall they be subjected to discrimination. Information on the policy can be found in the SHSU Academic Policy Manual-Students <http://www.shsu.edu/dotAsset/187f9029-a4c6-4fb4-aea9-2d501f2a60f3.pdf>. Students with disabilities that might affect their academic performance should register with the Office of Services for Students with Disabilities located in the Lee Drain Annex (telephone 936-294-3512, TDD 936-294-3786, and e-mail disability@shsu.edu). They should then make arrangements with their individual instructors so that appropriate strategies can be considered and helpful procedures can be developed to ensure that participation and achievement opportunities are not impaired. SHSU adheres to all applicable federal, state, and local laws, regulations, and guidelines with respect to providing reasonable accommodations for students with disabilities. If you have a disability that may affect adversely your work in this class, then I encourage you to register with the SHSU Services for Students with Disabilities and to talk with me about how I can best help you. All disclosures of disabilities will be kept strictly confidential. NOTE: No accommodation can be made until you register with the Services for Students with Disabilities. For a complete listing of the university policy, see: [Disabled Student Policy #811006](#)

Student Basic Needs Statement – Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the SHSU Food Pantry. You can find information at <http://www.shsu.edu/dept/fye/food-pantry/>. Furthermore, please notify the professor if you are comfortable in doing so. This will enable him to provide any resources that he may possess. *[statement adapted from Dr. Sara Goldrick-Rab]*

Student Absences on Religious Holy Days – Section 51.911(b) of the Texas Education Code requires that an institution of higher education excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. Section 51.911 (a) (2) defines a religious holy day as: “a holy day observed by a religion whose places of worship are exempt from property taxation under Section 11.20...” A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. University policy 861001 provides the procedures to be followed by the student and instructor. For a complete listing of the university policy, see: [Student Absences on Religious Holy Days #861001](#)

Academic Probation and Suspension – In case you are unfamiliar with the policy, two C’s in graduate courses results in a review by faculty as to whether or not the student should continue. A third C or an F results in an automatic termination from the program. Please review below link for additional policy information: <http://catalog.shsu.edu/graduate/academic-policies-procedures/degree-requirements-academic-guidelines/#probation-suspension>

Academic Support – Any students requiring academic support to complete the requirements of this class are encouraged to take advantage of the many services offered at SHSU. A few include:

- Distance Learning Services at Newton Gresham Library (NGL) at <http://library.shsu.edu/services/distance/index.html>
- SHSU Reading & Writing Center at <http://www.shsu.edu/centers/academic-success-center/writing/>

VII. COURSE EXPECTATIONS

Participation - The class primarily occurs through asynchronous work with SHSU Online. In addition, a few synchronous meetings could be scheduled during the course to assist students with course requirements. Advance warning of these meetings and information regarding purpose will be provided.

A significant portion of our learning will occur through dialogue. Your learning in this class will be enhanced by your thoughts and ideas on the course topics. Therefore, you are expected to participate in all class assignments and discussions. Failure to contribute to course discussions will be noted immediately and could be referred to the HIED program coordinator or department for intervention if you fail to respond to my initial outreach.

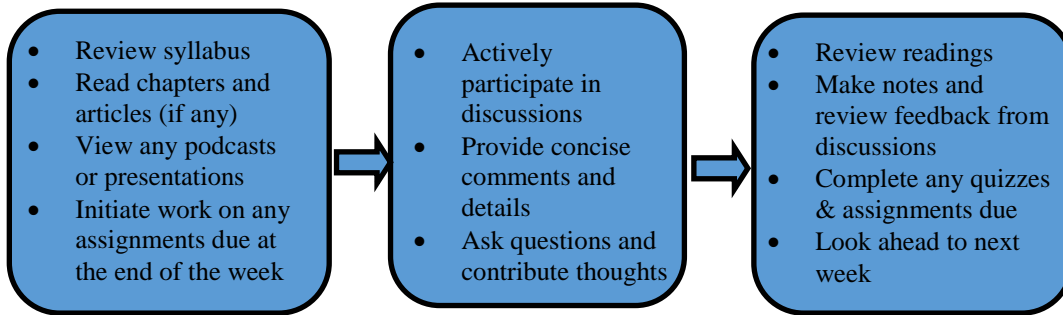
Emergency or serious illnesses are the only acceptable excuses for lack of class participation. Even then, you should communicate to the instructor prior to missing course tasks. Course success includes not only logging into class, but also engagement with material and peers.

Written Assignments – All written assignments are expected to be grammatically correct. In addition, all written assignments are to be typed (not handwritten) and submitted via Blackboard’s “Assignments” tool (referred to by students as the “dropbox”), unless otherwise stated.

Appropriate Citation – Work or ideas or ideas taken from another person or entity must be appropriately cited. Students must use the APA (Sixth Edition) format as an appropriate citation style and will be part of the grade for written work. A support link to Purdue University’s OWL on APA-style will be in Blackboard.

Changes in Syllabus or Course Assignments – Students are responsible for any and all syllabus, schedule, or assignment changes announced on Blackboard or through SHSU email.

To maximize your learning experience in this class, EACH WEEK you should:



VIII. GRADED WORK

Note: For most assignments, detailed instructions will be posted in Blackboard in advance of their due dates. **Most assignments are due Sundays “end-of-day” = 11:59pm and must be submitted via Blackboard only.** If the course website is experiencing technical problems, email your assignment to rxm059@shsu by the due date and time. Technical difficulties are generally not an excuse for late work. If any known Blackboard issues exists, the instructor will notify as soon as possible. There will be no “extra credit” opportunities for this course.

The primary means of learning for HIED 5367 will be through dialogue on the reading discussion boards. **Each week on Tuesdays by 12noon**, podcast presentations on the content area covered by your readings will be provided. You will provide feedback and thoughts on discussions that occurred during the week. The instructor will also contribute feedback when necessary. **There will also be 2 evening synchronous class meetings scheduled this semester. These meetings will use the Zoom video conferencing platform. Instructions will be sent prior to meeting dates. Please mark these dates and times that were announced before the semester via email.** If you are unable to attend these meetings, let your instructor know early. Frequent checking of Blackboard is necessary for success in this online course. Failure to do so will cause you to fall behind on discussions and participation.

Syllabus Quiz + Bi-weekly Reflection Journal Entries – 15 points [Objective 1, 2 & 3]
(syllabus quiz @ 1 pt + 7 journal entries @ 2 pts. each)

At the beginning of the semester, students will complete a brief quiz covering syllabus information and course expectations. Starting Week 2, you will be required to provide a journal entry on your thoughts & reflections on content (minimum 100-150 words). Journals are only read by the professor and teaching assistant. Journal entries will be submitted every other week as scheduled. Entries should be provided by Sunday end-of-day. You can find the journal entry number in parentheses (#) in course calendar.

Blackboard Discussion Boards –25 points [All objectives]
(5 discussions @ 5 pts each)

Starting Week 3, you will be required to actively participate in the Blackboard discussion boards. The Blackboard (Bb) discussion boards will be linked in the assigned lesson modules as scheduled. You will be responsible for viewing all chapter podcast presentations. Discussion board posts are read by the class and instructors. **You will provide two responses minimum for each week: an original post by Wednesday and one additional response by Sunday end-of-day.** Additional responses to discussions are highly encouraged. Points earned will reflect your participation, depth of response, and professionalism. You can find the Bb discussion post number in parentheses (#) in course calendar.

Issue Stance Paper (Beginning) – 20 points [All objectives]

At the start of the semester, you will write a paper on your view of the Charlottesville incident that occurred prior to the start of this semester. To facilitate your reflection and develop your own position, you will be provided a scenario involving students who are curious where you stand on this national event. The paper will be graded on how you develop and form your position.

Hillbilly Elegy Response & Issue Stance Paper (End) – 20 points [All objectives]

After reading J.D. Vance's book *Hillbilly Elegy*, you will write a paper on your response to the topics and issues addressed in the book. You will also have an opportunity to critique his book, providing your thoughts on strengths and weaknesses of his writing. The paper will also be an end-of-semester follow up to your original stance paper addressing the Charlottesville incident. You will reflect back on your original stance in light of the course material learned throughout the semester.

Reading & Podcast Quizzes – 40 points [Objective 1 & 3]
(4 quizzes @ 10 pts each)

Students will be expected to prepare for 5 quizzes that will assess their abilities in Course Objectives 1 & 3. Each quiz will focus on knowledge covered in course readings and podcasts. Students may use their text during the quizzes. Podcasts will remain open but content should be viewed prior to taking quizzes. Quizzes will be administered online starting Thursday of the scheduled week and will remain open until Sunday end-of-day and will cover content (as stated) from lesson modules. You will have 1 hour to complete each quiz and the Blackboard timer will start once you open it.

Multiculturalism in Practice (MiP) Activity – 30 points [Objective 2, 3 & 4]
(Bb discussion – 10pts; Sync Mtg – 5pts; Paper – 15pts)

Multiculturalism in Practice will provide you a unique activity where you will actually serve as a “diversity consultant” to understand and apply course content. These course activities will provide you real-life, real-time activities that are related to our course topic. The week before the MiP Activity, the instructors will provide you information to prepare for the assignment. On the scheduled week, you and your classmates will use the Blackboard discussion board to share thoughts, experiences, and possible strategies and solutions connected to these activities. You will provide your initial thoughts by Wednesday. A synchronous class meeting will take place on Wednesday, September 20th, to discuss as a class issues related to the case. Online discussions will continue for the rest of the week. You will then write paper on your overall reflection on the case study.

Google+ Community Board: MSI Information Facilitation – 20 points [Objective 1, 3, & 4]
(Assigned Minority-Serving Institution + participation)

Starting Week 7, we will discuss Minority-Serving Institutions (MSI's), in this course. A Google+ Community Board will be used to learn more about these institutions. Prior to Week 7, you will select a specific MSI and will provide information about your school to the class using this Community Board. Google+ Communities are formatted like most social media communities and allows easy navigation of posts. You will select a Minority-Serving Institution to research. Using the Board, you will facilitate class discussion about your MSI. You will be able to provide links, share videos, and respond to comments in the Google+ Community. Prompts on specific information to post will be provided in the weekly lesson modules. Points earned will reflect the posting of required information and facilitation of the board.

FINAL PROJECT: Campus Multicultural Environment Audit – 35 points [Objective 3 & 4]

Using thoughts and ideas from our textbook, you will “audit” the multicultural environment of a college campus. You will perform an analysis of physical and human characteristics of an institution of your selection. This assignment will allow you an opportunity to view and apply multiculturalism ideas in professional work and student settings. You will engage with campus community members on locating and discussing audit items. A detailed instruction sheet will be posted on Blackboard to give you an idea of what is required for this project. Number of hours to complete will vary but it is expected up to 5 hours is needed.

Professionalism & Participation – 10 points [All objectives]

Points will be considered when you initiate and sustain constructive, insightful, and respectful dialogue in our online class. EVERYONE will start the semester with 8 points. What you do throughout the semester will determine if those points are kept, increased or reduced. Late work, missed quizzes, and weak discussion board participation will guarantee a deduction of points. Work exceeding minimum requirements will likely increase

points. Only a select few who go above and beyond minimum will earn the full 10 points. After all assignments are completed, these points will be assessed and placed in the overall course grade.

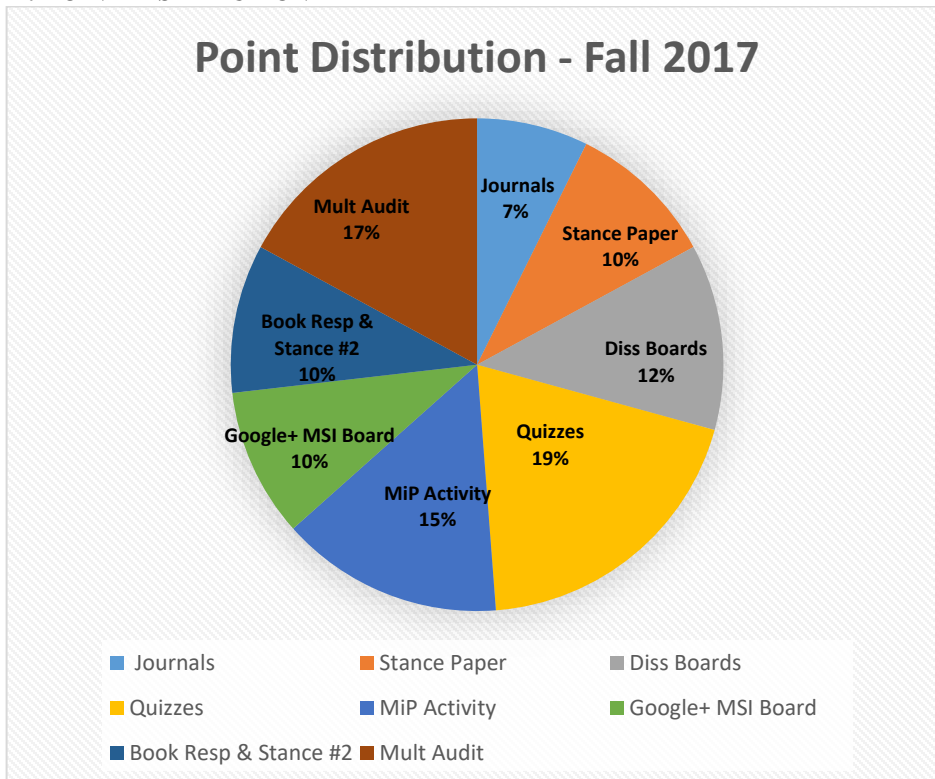
IX. POINT VALUES (table continued on next page)

Syllabus Quiz + Blackboard Journal Entries (covering course content & events)	15 points (syllabus quiz 1pt + 7 entries @ 2 pt each)
Issue Stance Paper (Beginning)	20 points
Blackboard Discussion Boards	25 points (5 boards @ 5 pts each)
Quizzes (covering course readings & podcasts)	40 points (4 quizzes @ 10 pts each)
Multiculturalism in Practice (MiP) Activity - discussion + sync mtg + response paper	30 points
Google+ Community Board: MSI Information Facilitation	20 points (Assigned MSI institution + participation)
Book Response & Issue Stance Paper (End)	20 points
FINAL PROJECT: Campus Multicultural Environment Audit	35 points
Professionalism & Participation (awarded only after all assignments have been graded & completed)	10 points
TOTAL	215 points

The grade scale for this course:

- A = 193.50 – 215.00 total points
- B = 172.00 – 193.49 total points
- C = 150.50 – 171.99 total points
- D = 129.00 – 150.49 total points
- F = below 129 total points

X. POINT DISTRIBUTION



XI. USEFUL WEB RESOURCES:

- American College Personnel Association: <http://www.acpa.nche.edu>
- American Council on Education: <http://www.acenet.edu>
- American Association for Higher Education: <http://www.aahperd.org/aahe/>
- Association of American Universities: <http://www.aau.edu/>
- American Association of University Professors: <http://www.aaup.org/>
- Association of Governing Boards: <http://www.agb.org/>
- Association of Institutional Research: <http://airweb.org/>
- Association for the Study of Higher Education: <http://www.ashe.ws/>
- Carnegie Foundation for the Advancement of Teaching: <http://www.carnegiefoundation.org/>
- Council for Higher Education Accreditation: <http://www.chea.org/>
- National Academic Advising Association: <http://www.nacada.ksu.edu>
- National Association of College and University Business Officers: <http://www.nacubo.org/>
- National Association of Diversity Officers in Higher Education: <http://www.nadohe.org/>
- National Association of State Universities and Land Grant Colleges: <http://www.nasulgc.org/>
- National Association of Student Personnel Administrators: <http://www.naspa.org/>
- National Center for Public Policy and Higher Education: <http://www.highereducation.org>

- American Indian Higher Education Consortium <http://www.aihec.org/colleges/>
- Asian American & Pacific Islander Association of Colleges and Universities <http://www.apiacu.org/>
- Campus Pride – LGBTQI College Resource <http://www.campusprideindex.org/>
- Hispanic Association of Colleges and Universities (HACU) www.hacu.net
- United Negro College Fund (UNCF) Historically Black Colleges & Universities Resource Page http://www.uncf.org/sections/MemberColleges/SS_AboutHBCUs/about.hbcu.asp
- National Conference on Race and Ethnicity in American Higher Education (NCORE) <https://www.ncore.ou.edu/en/about/>

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency. Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation (CAEP-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional AssociationS (SPA), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey focuses on the preparation received at SHSU. Students' responses to these surveys is critical to SHSU program excellence.