

Course Number: PSY 2000

Course Title: Understanding Diversity

Course Description:

This course explores race, gender, sexuality, sexual orientation, socioeconomic class, and systemic influences. Emphasis is placed on the connection among individuals, institutions and cultural groups, and on the relatedness of individuals' race, gender, sexual orientation, and socioeconomic class. Theoretical and philosophical frameworks and research are presented through readings and course materials drawn from education, psychology, sociology, American studies, cultural studies, health sciences and management.

Prerequisites: None.

Credit hours: 3

Learning Outcomes:

Upon the successful completion of this course, students will be able to:

1. Identify and discuss the significance of cultural identity, ethnicity, race, multiculturalism and how they are impacted in the counseling session.
2. Recognize and describe specific nuances associated with counseling people from diverse populations.
3. Recognize, discuss and evaluate Racial identity models relevant to specific racial/ethnic groups.
4. Evaluate and assess own personal attitudes, biases and social barriers to communication and effective interactions with people from diverse populations.
5. Develop personal interventions needed to become more effective in working with persons from diverse populations.
6. Identify and discuss the connection among individuals, institutions and cultural groups.
7. Develop independent research presentations assessing issues relevant to people from racial, gender, sexuality, multicultural groups or those impacted by culture of appearance.

Indiana Tech
College of Professional Studies
PSY 2000 Understanding Diversity
Online Course Syllabus Content

Instructor Information

Please see Professor Profile at the Blackboard instructional site.

Course Schedule

Please see Course Schedule in the Course Syllabus area of the Blackboard instructional site.

Online Course Policies

All of the online courses taken by students are required to follow the policies posted online at <http://online.indianatech.edu/tech-policies/policies/>. Please review the posted policies carefully. If you are unable to abide by the policies listed, please contact the Warrior Information Network (WIN) at 888.832.4742 and request to withdraw from this course.

Textbook

Harvey, C. & Allard, J. (2008). *Understanding and managing diversity*. (4th ed.). Upper Saddle River, NJ: Pearson.

Grading Events & Grading Criteria

All assignments must be submitted via Blackboard

Distribution of Points

Grading Event	Quantity	Points	Total
Course Preparation Quiz	1	10	10
Assignment 1-14	14	10	140
Individual Project	1	90	90
Film Analysis	2	50	100
Discussion Boards	4	10	40
Current Events	2	10	20
Total			400

Grading Rubrics & Criteria

Assignment #1 Assignment Criteria/Rubric

The purpose of this written assignment is for students to write a one-page essay describing how they identify themselves. Students will use 15 descriptors to identify themselves. The descriptors will be underlined. The paper will include a cover sheet that will include the following: Name, Course #, Professor's name and date the assignment is due. The paper is to be no less than one page long and single-spaced.

Grading Rubric for Assignment #1

- | | |
|-------------------------|--|
| 10 points | Paper has 15 descriptor underlined.
Paper is organized, well written with no spelling or grammatical errors.
Paper is at least one page, single-spaced and includes cover sheet. |
| 8 points | Paper has 14-13 descriptors underlined.
Paper is organized, well written with no more than two spelling or errors in grammar.
Paper is at least one page, single-spaced and includes cover sheet. |
| 7 points | Paper has 11-12 descriptors underlined
Paper is organized, and has no more than 4 spelling and grammar errors.
Paper is at least one page, single-spaced and includes cover sheet. |
| 6 points | Paper has 9-10 descriptors from the reading.
Paper has no more than five spelling or grammatical errors.
Paper is less than one page long and is not singled space
Paper is poorly organized, not clear and concise |
| 5 points or less | Paper has less than nine descriptors.
Paper has more than five spelling and grammatical errors
Paper is poorly written |

INDIVIDUAL PROJECT

In an organization (church, work, club, and etc.) you belong to, identify someone who you perceive as "different" than you.

- a. Interview this person.
- b. Compare his/her similarities and differences with you.
- c. Because of their "difference," identify their advantages that they have in the organization.
- d. Identify their challenges and obstacles that they face in the organization.
- e. Explain both the person's and the organization's role in tackling those challenges and obstacles.
- f. Explain what you have learned. Do you think this experience affected your views on diversity in the organization?

Your project must consist of a four - five page paper that is substantive, an attachment of your original interview with your questions and responses, a title page, and a cited reference page. All items must be submitted with your presentation. Along with the paper, you must present what you learned from this experience.

Paper format:

- I. Introduction
- II. Similarities/Differences
- III. Advantages
- IV. Challenges
- V. Reflections

Presentation: summary of the paper

Assessment Rubric for Individual Project Paper

Category	Weight	Exceeds Standard	Meets Standard	Does Not Meet Standard
Interviewee is 'different'	5	<u>5 points</u> <ul style="list-style-type: none"> A well-established difference which is clearly articulated 	<u>4 points</u> <ul style="list-style-type: none"> A well-established difference 	<u>2 points</u> <ul style="list-style-type: none"> Small difference
Introduction	10	<u>10 points</u> Includes: <ul style="list-style-type: none"> Assumptions made prior to interview Well-articulated powerful introduction that grabs the reader's attention Explains the purpose of the project 	<u>7 points</u> Includes: <ul style="list-style-type: none"> Assumptions made prior to interview Articulated introduction to project Explains the purpose of the project 	<u>5 points</u> Little introduction of the project
Similarities/Differences	10	<ul style="list-style-type: none"> Clearly explains the similarities & differences Several examples Very well written 	<ul style="list-style-type: none"> Explains the similarities & differences Only a few examples 	<ul style="list-style-type: none"> List few similarities & differences
Advantages	10	<ul style="list-style-type: none"> Clearly explains the advantages Very well written Several examples 	<ul style="list-style-type: none"> Explains the advantages Only a few examples 	<ul style="list-style-type: none"> List few advantages

Challenges	10	<ul style="list-style-type: none"> Clearly explains the challenges Very well written Several examples 	<ul style="list-style-type: none"> Explains the challenges Only a few examples 	<ul style="list-style-type: none"> List few challenges
Reflections of Assignment	20	<ul style="list-style-type: none"> Very thoughtful reflection Concludes paper well Very well written 	Reflection is adequate	Little to no reflection/poor conclusion
Interview Transcript	10	10 or more quality/relevant questions, thorough interview	At least 10 relevant questions	No transcript, not enough questions asked
Format Guidelines	15	<u>15 points</u> Followed guidelines (title page, 4-5 pages, cited reference page) information is very organized & clear & no grammar errors	<u>10 points</u> Followed guideline, information is organized & clear, few grammar errors	<u>5 points</u> Did not follow guidelines, many grammar errors

Grading Scale

The following grading scale will be used to assign a grade at the end of the course:

Percentage Achieved	Grade	Percentage Achieved	Grade	Percentage Achieved	Grade
93% or above	A	80% or above	B-	70% or above	C-
90% or above	A-	77% or above	C+	60% or above	D
87% or above	B+	73% or above	C	Below 60%	F
83% or above	B				

Late Assignments

All assignments and required online activities are due according to the deadline listed in the course schedule. Granting deadline extension is the course instructor's autonomy.

Incompletes

If you are unable to complete the requirements for this course due to extenuating circumstances, an Incomplete grade (I) may be granted if you meet the general guidelines stated below.

General Guidelines for submitting a course incomplete request:

- More than 50% of the course session has elapsed.
- The student has encountered an unexpected situation that is beyond his or her control.
- The student is
 - in good academic standing -- up-to-date on all of the course assignments and has at least an overall passing grade,
 - able to complete all of the remaining coursework within a session (5 weeks for a undergraduate course and 6 weeks for a graduate course) that immediately follows the session the student is currently enrolled, and
 - able to provide support documentations to substantiate the need for extra time should a session is not enough to complete the course requirements.

If an Incomplete is granted, the instructor will set a deadline for all work to be completed. **The deadline cannot go past one (1) session.** All incomplete grades and deadlines are subject to approval by the designated university authority.

Course Related Communication

Online courses are conducted in an accelerated format. Timely communication is very important. When receiving emails from your classmates or instructor, please respond as soon as you can.

Students are REQUIRED to use their Indiana Tech email account for all course related communication. The most direct, and effective, way to email your course instructor and classmates, is by using the Send Email function within the Blackboard course site. When you use the Send Email function, you automatically receive a carbon copy of the email you sent. In the event when you need to substantiate your claim that you did email your classmates or instructor, you can show that carbon copy to the person(s) who requested it.

Please note that Blackboard only permits you to send email, it does not provide you with the check email function. All of the emails your classmates and instructor send to you will be delivered to your Indiana Tech email account. You are strongly encouraged to check your Indiana Tech email account regularly, preferably several times a week, to minimize the likelihood of miscommunication.

The University policy requires each online course instructor to respond to a student's email within 24 hours. Unless there is an extraneous situation that prevents the instructor from following this rule, you can expect to hear from the instructor within 24 hours. If you don't receive a reply within 24 hours, please do not hesitate to follow up with another email or forward the carbon copy of the email you sent to OnlineSupport@IndianaTech.edu with a note "Please help. It's been 24 hours and I have not heard from my instructor" and the University support staff will act on your behalf to contact your course instructor.