



UNIVERSITY of
DENVER

MORGRIDGE COLLEGE OF EDUCATION

Inclusive Excellence in Programming and Development Syllabus
Spring 2019

Course & Instructor Information

Course Number: HED 4281

Credit Hours: 4

Course Meeting Times: Mondays, 1:00pm—4:20pm

Instructor Name: Sarah S. Hurtado, Ph.D.

Email Address: Sarah.Hurtado@du.edu

Office Phone: 303-871-4624

Cell Phone: 760-587-1377 (Please feel free to call or text *before* 10pm)

Office Location: KRH 355

Office Hours: Tuesdays 4-6:30pm

Description of the Course

Inclusive Excellence in Programming and Development will provide an overview related to the development and implementation of cultural programming and cultural centers over time. This course will pay specific attention to the role of student activism in creating change on college campuses in the form of cultural programming, centers, diversity curriculum, and inclusive excellence initiatives. The course will also address the challenges and competencies associated with inclusive excellence programming and development.

Student Learning Outcomes

Course Student Learning Outcomes:

- To critically explore the role of self in the development of inclusive excellence programming including developing an increased self-awareness of what it means in the U.S. to be a person of your race, ethnicity, sex, gender identity, social class, age, ability, and religion as well as an understanding of how these categories affect those who are different from themselves and their participation in higher education.
- To understand the conceptual and practical issues related to inclusive excellence programming and development.
- To understand, critique, and further the competencies associated with inclusive excellence programming and development.
- To grapple with the challenges around isms, difficult dialogues, and societal factors associated with inclusive excellence programming and development.
- To build greater familiarity with differing perspectives on the past and present and inclusive visions of the future, as well as the processes that might lead to a more equitable college experience.
- To develop an inclusive excellence program.

Required Course Texts

Patton, L. D. (2010). *Culture Centers in Higher Education: Perspectives on Identity, Theory, and Practice*. Stylus Publishers. [Referred to as Patton in Course Schedule]

Wolf-Wendel, L., Twombly, S. B., Tuttle, K. N., Ward, K., & Gaston-Gayles, J. L. (2004). *Reflecting Back, Looking Forward: Civil Rights and Student Affairs*. NASPA Publishers. [Referred to as Wolf-Wendel in Course Schedule]

Supplemental Materials and Readings

All readings that are not in the two books above can be found in the Canvas course page. You will be able to find them in Canvas – Files – there will be folders set up for each week.

You will also need to be able to access the Resilient Campus podcast. More information about this will be included in the Assignments section of this syllabus. The link to this podcast is <http://resilientcampus.com/podcast/>

Course Policies, Expectations, and Resources

In an effort to the course relevant to current events, reading and assignments on the syllabus are subject to change. Any deviations from this syllabus will be announced to the class and posted in announcements on Canvas in advance. Additionally, if you have any suggestions for readings, including articles websites, book chapters, blogs, etc. please share these ideas with me.

Communication:

Email will be the primary mode for out-of-class communication. Generally, students can expect a response within 48 hours, Monday-Friday. For class announcements, I will typically use Canvas, so it is a good idea to have email notifications sets up. You are also welcome to visit my office hours or set up an appointment with me.

Attendance:

Attendance is critical to promoting a learning community within the class. Each member benefits from the viewpoints of the other members. If you need to miss a class for unforeseen reasons you are responsible for getting all the information covered in class. It is good to make these arrangements with a classmate in advance.

Participation:

Participation and engagement from each student is necessary for a meaningful learning experience. Our learning in this course is interconnected and to get the most out of this course it is expected that everyone will contribute. Therefore, you should come prepared to discuss course material. Outstanding participation is characterized by insightful questions/comments that contribute to people's understanding of the material, provokes the participation of others, and helps draw out larger themes related to the course. Participation is assessed by the quality of contribution rather than quantity of questions/comments. Some of the assigned readings allow for options and flexibility; however, you should not interpret this as a reason to read less critically. I should note, I recognize participation looks different for different people and is connected to power and privilege associated with social identities. Still, I expect everyone will thoughtfully contribute regularly.

Late arrival and early departures:

You are expected to come to all class sessions on time (i.e., the time at which the class is scheduled to begin). Frequently or excessive tardiness or walking out early is distracting to fellow participants and

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will be noted. If a problem exists or arises which necessitates your being late or leaving early, you should let me know. In classes with multiple hourly periods, I plan to give you a break; however, you are expected to attend all period in their entirety and will be considered absent if you skip either period.

Self-Care:

The conversations we will have in this class might be exhausting and emotional work. I anticipate that this course will be challenging for all of us at times. We will discuss strategies for resilience and self-care, and one of the assignments in this course is dedicated to this idea of self-care. I also encourage you to do what you need to stay engaged in this work. Please let me know if there are ways I can better support you. And, if you have suggestions for your peers, please don't hesitate to share.

Assignment Submission and Late Work:

Read all assigned materials and make note of questions, inconsistencies, areas of interest, and connections you find to other readings. All assignments should be submitted via Canvas (unless otherwise noted) on the assigned due date and in compliance with all the criteria listed in the assignment instructions. Assignments should be uploaded using a .docx or .pdf file.

Late work will be accepted for half-credit up to one week late; work later than one week will not be accepted. The only exception to this will be for unforeseen circumstances including family emergencies and significant illness. If you need an exception, please let me know in writing as early as possible so that we can make an alternative timeline to which we both agree.

If you have an idea for an alternate assignment that better meets your needs for the course, please discuss it with me. I am happy to explore other assignments that meet the learning goals of the course.

Writing in APA:

All written assignments should be double-spaced, 12-point font, and Times New Roman with 1-inch margins. Written work should follow the guidelines and reference format of the Publication Manual of the American Psychological Association, 6th edition.

Technology:

Laptops, tablets, phones, and other devices can be helpful to students and they can also serve as a distraction. There might be times in which you are encouraged to use these devices to support discussions and in-class activities. However, it is the expectation that when we are in class, your focus should be only on class materials. Students should not be checking e-mail, using social media, or other type of web surfing during class.

Ability Accommodations

The University of Denver is committed to equitable access and inclusion of those with disabilities. Students who have a disabilities (i.e., physical, medical, mental, emotional, learning, etc.) and who want to request accommodations should contact the Disability Services Program (DSP); 303.871.3241; 1999 E. Evans Ave.; 4th floor of Ruffatto Hall. Information is also available online at www.du.edu/dsp. Students with disabilities that may affect participation in this course are encourage to speak with me during the first week of classes so that everyone plausible effort can be made to arrange appropriate accommodations.

Religious Accommodations

University policy grants students excused absences from class or other organized activities for observance of religious holy days, unless the accommodation would create an undue hardship. You must notify me by the end of the first week of classes if you have any conflicts that may require an

absence. It is your responsibility to make arrangements with me in advance to make up any missed work or in-class material.

Land Acknowledgement

We recognized that the University of Denver resides on the traditional territories of the Arapaho, the Cheyenne, and the Ute. The Treaty of Fort Laramie (1851 and 1861) and Cession 426 within the treaties of Confederated Tribes of Arapaho and Cheyenne removed these Indigenous nations from this land. It is with much gratitude that we recognize their descendant communities of the Northern Cheyenne Tribe of Montana, the Northern Arapaho Tribe of Wyoming, and the Southern Cheyenne and Arapaho Tribes of Oklahoma. We also acknowledge the Southern Ute Tribe and the Ute Mountain Ute Tribe, which are the only two federally-recognized tribes within Colorado. Today, Denver is home to many different citizens of Indigenous nations and we recognize the enduring presence of Indigenous peoples on this land.

Inclusive Learning Environments

In this class, we will work together to develop a learning community that is inclusive and respectful. Our diversity may be reflected by differences in race, culture, age, religion, sexual orientation, socioeconomic background, and myriad other social identities and life experiences. The goal of inclusiveness, in a diverse community, encourages and appreciates expressions of different ideas, opinions, and beliefs, so that conversations and interactions that could potentially be divisive turn instead into opportunities for intellectual and personal enrichment.

A dedication to inclusiveness requires respecting what others say, their right to say it, and the thoughtful consideration of others' communication. Both speaking up and listening are valuable tools for furthering thoughtful, enlightening dialogue. Respecting one another's individual differences is critical in transforming a collection of diverse individuals into an inclusive, collaborative and excellent learning community. Our core commitment shapes our core expectation for behavior inside and outside of the classroom.

Honor Code

All members of the university community are expected to assume the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. This Honor Code is designed so that the responsibility for upholding these principles lies with the individual as well as the entire community.

The purpose of the Honor Code is to foster and advance an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect, we enhance the value of our education and bring forth a higher standard of academic excellence. No member of the University community, including students, faculty, staff, and administrators, shall act in any way that could reasonably be construed as an intentional misrepresentation or deception in academic or professional matters.

All students have the right to continue their education free from the threat of harassment, abuse, retribution, and/or violence. The University may take whatever measures it deems necessary in order to protect the safety, security, and/or integrity of a complainant, the University, and/or any member(s) of its community. Such measures include, but are not limited to, involuntary removal from a course, program, activity, or the campus pending a hearing, modifications to living arrangements, and/or reporting incidents to law enforcement or other non-University agencies. The Director of the Student Conduct, in consultation with the appropriate faculty and/or administrators, shall be empowered to impose any interim restriction.

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The University also recognizes its obligation to students who have been charged with but not found responsible for misconduct. Therefore, no interim action shall unduly interfere with a respondent's academic progress short of that deemed necessary to protect the University, any member(s) of its community, and/or its mission. The complete text of the Honor Code can be found [here](#).

Preferred and Chosen/Professional Names

Class rosters and University data systems are provided to instructors with students' legal names unless students submit a preferred or chosen/professional name. I am happy to use the name and pronouns you use. We will take time during our first class together to do introductions, at which point you can share with all members of our learning community what name and pronouns you use. Additionally, if these change at any point during the quarter, please let me know and we can develop a way to share this information with others in a way that is safe and comfortable for you. If you want to change your preferred and/or chosen/professional name, please follow these instructions:

Members of the DU community can submit a preferred first name online now. Log onto PioneerWeb. Click the "MyWeb" tab. Expand the menu and click "Personal Information." Click "Update Preferred First Name" and submit your preferred first name. Preferred first names can be removed by clicking Update with nothing in the field.

To update your "chosen/professional name" obtain the Name Change Request Form here: <https://www.du.edu/registrar/media/documents/namechange.pdf>. Submit the form to the office indicated in the instructions. The form may not be submitted electronically. Chosen/professional names may be removed by the same form.

Mental Health & Wellness

As part of the University's Culture of Care & Support we provide campus resources to create access for you to maintain your safety, health, and well-being. We understand that as a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug concerns depression, difficulty concentrating and/or lack of motivation. These stressful moments can impact academic performance or reduce your ability to engage. The University offers services to assist you with addressing these or ANY other concerns you may be experiencing. If you or someone you know are suffering from any challenges, you should reach out for support. You can seek confidential mental health services available on campus in the Health & Counseling Center (HCC). Another helpful resource is Student Outreach & Support (SOS), where staff work with you to connect to all the appropriate campus resources (there are many!), develop a plan of action, and guide you in navigating challenging situations. If you are concerned about one of your peers you can submit a report through our Pioneers Care System. More information about HCC, SOS, and Pioneers CARE can be found at: Health & Counseling Services (<http://www.du.edu/health-and-counseling-center/>) and Student Outreach & Support and Pioneers Care reporting <http://www.du.edu/studentlife/studentsupport/>

Title IX & Required Reporting

Gender violence can happen to anyone regardless of race, class, age, appearance, gender identity, or sexual orientation. The University of Denver is committed to providing an environment free of discrimination on the basis of sex (gender), including sexual misconduct, sexual assault, relationship violence, and stalking. The Center for Advocacy, Prevention and Empowerment (CAPE; <https://www.du.edu/health-and-counseling-center/cape/index.html>) provides programs and resources to help promote healthy relationships, teach non-violence and equality, and foster a respectful and safe environment for all members of the University of Denver community. All services are confidential and free of charge. For assistance during business hours, call 303-871-3853 and ask to speak to the Director of CAPE. After hours, please call the Emergency & Crisis Dispatch Line at 303-871-3000 and ask to speak to the CAPE advocate on call.

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As your instructor, it is important that you know that Title IX and University policy require me to share any information brought to our attention about potential sexual misconduct. Protecting student privacy is of the utmost concern, and information will only be shared with those that need to know to ensure the University can respond and provide resources to those who may need them.

Research Center Services

The University Libraries Research Center (<http://libraryhelp.du.edu>) answers research questions seven days a week by phone, email, in-person, chat/IM or text. One-on-one research consultations in the Anderson Academic Commons are also available on a drop-in basis or by appointment. Consultations help students at any stage of the research process, from refining a topic, to finding books and articles, to creating a bibliography. The Research Center can also assist students with finding images, audio recordings, and videos for course projects. Telephone and Zoom video consultations are also available by request for distance students. Ask a question or make an appointment by calling 303-871-2905 or visiting <http://libraryhelp.du.edu>. Over 99% of the students who have visited the Research Center report they would recommend the Research Center to a friend or classmate.

Writing Center Services

The Writing Center provides writing support for undergraduate and graduate students at all levels, on all kinds of projects, and at any stage of the process: from generating ideas to learning new editing strategies. Consultants take a collaborative approach, working with you to help you develop your writing in light of your specific goals and assignments. To make an appointment for a free, 45-minute consultation, call 303-871-7456 or go to MyWeb > Student > Writing Center. Visit our website (www.du.edu/writing/writingcenter/) for hours and additional information.

University Grade Appeal Policy

See [University of Denver Grade Appeals Website](#).

University Student Complaint Policy

See [Student Complaint Website](#).

Course Schedule

Week	Topic	Assigned Learning Materials	Assignments Due
Week 1 April 1	Introduction and Relevance of Campus Culture Centers	Read: Patton Preface through Chapter 4 Read: Marine & Nicolazzo (2014)	
Week 2 April 8	Social Activism: The Role of Students in IE Programs	Read: Wolf-Wendel <ul style="list-style-type: none"> • Introduction • John Blackburn OR Charles H. Wittin • Ron Beer OR David Ambler • Carl Anderson • Judith M. Chambers • Augustine W. Pounds OR James R. Appleton • Jo Anne Trow Read: Rhoads (2016)	Reading Brief 1 Podcast Discussion 1
Week 3 April 15	Social Activism: The Role of Students in IE Programs	Read: Rhoads (1998) Read: Hoffman & Mitchell (2016) Read: Halewood (2016) Read Assigned on Canvas: <ul style="list-style-type: none"> • Linder, Myers, Riggle, & Lacy (2016) • Kimball, Moore, Vaccaro, Troiano, & Newman (2016) • Hope, Keels, & Durkee (2016) • Tompkins (2017) • Renn (2019) 	Reading Brief 2 Podcast Discussion 2
Week 4 April 22	Social Activism: The Role of Students in IE Programs	Read: Miller & Vaccaro (2016) Read: Biddix (2014) Read: Broadhurst (2019) Read 2 of the following: <ul style="list-style-type: none"> • Martin, Williams, Green, & Smith (2019) • Locke & Broadhurst (2019) • Stewart & Quaye (2019) • Elkins & Elkins (2019) 	Reading Brief 3 Podcast Discussion 3

Week 5 April 29	Competencies and Difficult Dialogues in IE Programs	Read Assigned on Canvas: <ul style="list-style-type: none"> • King & Baxter Magolda (2005) • Cabrera (2014) • King & Howard-Hamilton (2003) • Stewart (2008) and Stewart (2012) • Buckley & Quaye (2014) 	Reading Brief 4 Positionality Paper
Week 6 May 6	Theoretical, Administrative, and Practice-Oriented Issues in Cultural Centers and IE Programs	Read: Patton Chapters 5 through Appendix A	Reading Brief 5 Podcast Discussion 4
Week 7 May 13	Lesson Learned, Preparation and Program Planning for IE	Read: Quaye (2012) Read: Linder & Rodriguez (2012) Read: Burnett (2010) Read: Askew, Beverly, Jay (2012)	Reading Brief 6 Inclusive Excellence Competencies Paper
Week 8 May 20	Lesson Learned, Preparation and Program Planning for IE	Read: Ropers-Huilman, Carwile, & Barnett (2005) Read: Maira & Sze (2012) Read: Hartwig (2000) Read one of the following: <ul style="list-style-type: none"> • Linder (2019) • Evans & Lange (2019) 	Reading Brief 7 Podcast Discussion 5
Week 9 May 27 Memorial Day	Reflecting Back, Looking Forward	Read: Wolf-Wendel Reflecting Back and Looking Forward Chapters	Reading Brief 8 due Friday, May 31 at 12pm
Week 10 June 3	IE Program Presentations		IE Program Lesson Plan and Presentation

Grading

Student evaluation is an important educative act, but not the end goal of the course. Grades are the means by which such evaluations are efficiently communicated to external groups (e.g., doctoral admissions committees, employers) and, most importantly, to the student. Students stress over grades—even in graduate school. Therefore, as the instructor of this course, I start with the assumption that all students in the class are capable of earning and plan to earn the highest grade for the course. However, in the event that students do not fully meet this expectation, other grades will be assigned in accordance with the MCE grading scale. The below assignments will be used as student evaluations in this course.

Assignments:

Reading Briefs:	2 points each, 16 points total
Podcast Discussion:	10 points
Positionality Paper:	14 points
Inclusive Excellence Program Competencies:	20 points
Inclusive Excellence Program and Lesson Plan:	30 points
Inclusive Excellence Presentation:	10 points
Total:	100 points

MCE Grading Scale:

Grade	Grade Point	Percentage
A	4.0	93 - 100%
A-	3.7	90 - 92%
B+	3.3	87 - 89%
B	3.0	83 - 86%
B-	2.7	80 - 82%
C+	2.3	77 - 79%
C	2.0	73 - 76%
C-	1.7	70 - 72%
D+	1.3	67 - 69%
D	1.0	63 - 66%
D-	.7	60 - 62%
F	.0	59% & below

Assignment Descriptions

Reading Briefs

Assignment:

Reading briefs are designed to facilitate your acquisition of the course material and to assist your organizing the main ideas of the course introducing you to the key ideas, themes, and tenets of organizations in higher education and how they can/need/resist change.

Technical Instructions:

Reading briefs will be 1-2 pages in length and should not be a synopsis of the readings. You should describe the most important aspects of the readings and justify your choices. You should identify aspects of the readings you did not understand or were difficult to process. You should pose at least 2 discussion questions for the class. I should be able to see how you are thinking through the course material in your reading brief. Briefs are due weekly (weeks 2-9) by 9am Monday morning.

Evaluation Criteria:

- Completed all aspects of technical instructions.
- Demonstrated an understanding of the course materials
- Thoughtful reflection of difficult topics and why they were challenging.
- Demonstrated critical engagement of the reading, your own insights, counter-arguments, prior knowledge, connections to other materials, etc.

Due Date:

Every Monday by 9am during weeks 2-9

Points Awarded:

2 points each, 16 total

Podcast Discussion

Assignment:

In groups of 3, you will be responsible for selecting an episode of the *Resilient Campus Podcast*. Your group will listen to the episode and prepare a discussion based on what the host and guest(s) share about their strategies for self-care in doing social justice work on campuses.

Technical Instructions:

During your assigned week, your group will facilitate a discussion related to the podcast episode. Each discussion should last approximately 30 minutes and is meant to provide the class with a focused understanding of the challenges of doing social justice work and strategies for self-care discussed in the episode. You are welcome to be creative in how you facilitate this discussion, and including visual or active aspects are encouraged.

Evaluation Criteria:

Thoughtful selection of the episode and its relevance to the content areas of this course, generation of class engagement (e.g., discussion, activity), and conversation and time management.

Due Date:

Assigned week. Sign-ups will be completed Week 1.

Points Awarded:

10 points

Positionality Paper

Assignment:

This paper will be unlike your typical research papers or literature reviews. This paper should be a concise statement about who you are and what that means for doing IE work.

Technical Instructions:

This paper should be no more than 4 pages, and you should grapple with and explore your own positionality as someone who will work on IE programs and initiatives. This can include: identity, privileges, biases, values, and background, your evolving definition and understanding of IE, and your perspectives about individual and institutional responsibility for equity-based work. I encourage you to use the following article to help you initially think through some of these areas.

Milner, H.R. (2007). Race, culture and researcher positionality: Working through dangers seen, unseen, and unforeseen. *Educational Researcher*, 36, 388-400.

NOTE: While Milner specifically is addressing research, his message and the “dangers” presented are applicable and important to IE programming.

Evaluation Criteria:

Thoughtful reflection that considers content from course readings and discussions. I should be able to see that you are working through your own identities and how they will influence your role in IE programming.

Due Date:

April 29th

Points Awarded:

14 points

Inclusive Excellence Program

Throughout the quarter, you will work in groups of 3 to develop an IE program. Informed by the literature on culture centers in higher education, the current state of student activism, and demands of marginalized students across colleges and universities. You are not creating a best-practice or a policy—this is a program that can/should be facilitated by student affairs professionals. This praxis project will provide two immediate based outcomes: 1) your group should be able to implement this program within your own professional settings, and 2) we will compile all of the programs into one training guide. At the end of the quarter, the entire class will leave with five IE programs that can be implemented in current or future professional settings. There are three elements of this assignment, which are described below.

Competencies Assignment:

Technical Instructions:

There is a plethora of literature and best practices around cultural competencies. The critique is that often these competencies remain surface level. In this assignment, each group is responsible for crafting a set (minimum of five) of inclusivity and equity competencies. It is expected that each competency is accompanied by a rationale informed by literature, professional norms, and competencies outlined by professional organizations (NASPA, ACPA, NCORE, etc.). Your group will then use these competencies to inform the IE program you develop as your final assignment.

Evaluation Criteria:

Your submission should include a minimum of 5 competencies and their rationale. Rationale should be 150-300 words in length. Competencies should be clear and specific and should set up your IE program lesson plan.

Due Date:

May 13th

Points Awarded:

20 points

Inclusive Excellence Lesson Plan Assignment:

Technical Instructions:

Informed by the literature and the competencies developed by your group, you will create a detailed lesson plan for your inclusive excellence program. The lesson plan should outline a program that will be 1-2 hours in length and must include:

- Purpose
- Intended Audience
- Objectives
- Inclusivity and Equity Competencies
- Ground Rules
- Materials Needed
 - Including any handouts/PowerPoint that should be used
- Room Set-up (description or diagram)
- Facilitation Guide (with timed outline)
- Discussion Questions/Debrief Session Questions
- Reference Section (citing any literature that informs the program)

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Evaluation Criteria:

Lesson plan should be sufficiently detailed so that anyone can use it to implement the program. Lesson plan should minimally include all elements described above and any other details that add to the understanding of your program. Connections between the program elements/learning strategies, objective, and competencies should be clear and should be related to needs of intended audience. Program elements should be reasonably implemented within 1-2 hours.

Due Date:

June 3rd

Points Awarded:

30 points

Inclusive Excellence Program Presentation Assignment:

Technical Instructions:

During the final class session, each group will present about their program. This will be a maximum of 30 minutes. You will not need to conduct your entire program, but you'll share an overview and practice an element of your program. This presentation should actively engage the class and we should leave knowing exactly how to implement this program.

Evaluation Criteria:

Presentation provides a clear overview of the program and foundation for implementing program in the future. Presentation includes an active or creative element that engages the class.

Due Date:

June 3rd

Points Awarded:

10 points