THE COUNSELOR AS COMPETENT PROFESSIONAL EDUCATOR

I. Catalog Description and Credit Hours of Course:

   Exploration of the various contexts and cultures that shape students’ collegiate experiences. Exploring issues of race, ethnicity, gender, age, disability, and sexual orientation and their influence on colleges and universities. (3)

II. Prerequisites:

   GC623  Foundation of Higher Education I

III. Purposes or Objectives of the Course:

   A. Introduce students to an understanding of the various contexts and cultures that shape students’ collegiate experiences.

   B. Assist students in the construction of a rich appreciation for student diversity on campus.

   C. Explore issues related to student activism and apathy.

   D. Provide students with broad theoretical constructs related to culture and identity to inform their understanding and analysis of college students.

   E. Acquaint students with major research studies, researchers, and research methods used in higher education.
IV. Expectations of Students

A. Students will be expected to attend class, to prepare and participate in class activities and to complete all course assignments.

B. Students will be able to analyze and compare the experiences of different students and student groups on campus using various anthropological and sociological constructs.

C. Students will be able to explain how various cultural contexts (national youth culture, institutional culture, student culture, and student subcultures) shape and influence student life and identity on college campuses.

D. Students will be able to assess student culture on campuses using constructs from anthropological and sociological theory.

E. Students will be able to identify the diverse groups of students who currently comprise the population of students in colleges and universities.

F. Students will evaluate critically the arguments put forth by different authors read in the course.

G. Students will conduct a culture audit and discuss their findings in a logical organized, analytically informative way.

V. Course Content or Outline

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A. Constructing a Context: Our Stories of Collegiate Life

B. Concepts and Constructs to Inform our Understanding of Student Life and Culture

C. Student Life and Culture on Campus

D. Diverse Students, Diverse Stories: Multiculturalism and Student Life
   1. Race and Ethnicity
   2. Gender
   3. Age
   4. Disability
   5. Sexual Orientation
   6. Other (e.g., Religion, International, etc.)
VI. Textbooks


VII. Basis for Student Evaluation

A. Class attendance and participation 10%

B. Group assignment: Culture Audit Report 40%
   [Class Presentation - 20%]
   [Written Paper - 20%]

C. Reflective Journal 15%

D. Critiques & Presentation 25%

E. Discussion Facilitation 10%

VIII. Knowledge Base References


