

Add Course Request

Submitted on: 2011-11-16 15:49:39

1. COURSE SUBJECT	INTD
2. COURSE NUMBER (OR PROPOSED NUMBER)	2XXX
3. COURSE TITLE	PA2SS Program, Mentoring African American Stu
4. INITIATING DEPARTMENT or UNIT	Univ Interdisc Crses Commtee
5. NAME OF SUBMITTER	Anabel Perez
6. PHONE of SUBMITTER	Phone: +1 860 486 0752
7. EMAIL of SUBMITTER	Email: anabel.perez@uconn.edu
8. CONTACT PERSON	Willena Price
9. UNIT NUMBER of CONTACT PERSON (U-BOX)	3180
10. PHONE of contact person	Phone: 860-486-4901
11. EMAIL of of contact person	Email: willena.price@uconn.edu
12. Departmental Approval Date	09/07/2011
13. School/College Approval Date	11/16/2011
14. Names and Dates of additional Department and School/College approvals	schl app= uicc app
15. Proposed Implementation Date	Term: Fall, Year: 2011
16. Offered before next printed catalog is distributed?	Yes
17. General Education Content Area	
18. General Education Skill Code (W/Q). Any non-W section?	
19. Terms Offered	Semester: Fall Spring Year: Every_Year
20. Sections	Sections Taught: 1
21. Student Number	Students/Sections: 30
22. Clarification:	
23. Number of Credits	1 if VAR Min: Max: credits each term
24. INSTRUCTIONAL PATTERN lectures/discussions, meets one hour per week for 14 weeks. The instructional pattern for the	

class will include weekly lectures, discussions, and the submission of weekly written summaries of one on one mentoring meetings(with mentees and mentors).

25. Will this course be taught in a language other than English?	No If yes, then name the language:
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26. Please list any prerequisites, recommended preparation or suggested preparation:

27. Is Instructor, Dept. Head or Unit Consent Required ?	Instructor
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28. Permissions and Exclusions:

Other, specify: Open to sophomores or higher with consent of instructor

29. Is this course repeatable for credit ?	If yes, total credits allowed: 4 Allow multiple enrollments in same term? No
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30. Grading Basis	Graded
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31. If satisfactory/unsatisfactory grading is proposed, please provide **rationale**:

32. Will the course or any sections of the course be taught as Honors?
AsHonors

33. Additional Details:

34. Special Attributes:

35. **REGIONAL CAMPUS AVAILABILITY:**

Not available at Regional Campuses.

36. PROVIDE THE PROPOSED TITLE AND COMPLETE CATALOG COPY:

INTD 2XXX. Open to sophomores or higher with the consent of the instructor. Offered both semesters. One credit. May be repeated for a maximum of four credits. W. Price, Instructor. Students will learn successful mentoring strategies and strategies for effective communication and discourse. Students will learn about and recognize the consequences of stereotype threat and will develop proficiency in mentoring African American college students to become lifelong learners.

37. **RATIONALE FOR ACTION REQUESTED**

The PA2SS peer mentoring course was created to provide upper-class students with opportunities to develop competency in goal setting, action planning, problem solving, time management, positive role modeling, as well as experiences in academic, social, and personal reflections. The PA2SS Program mentors will experience internal satisfaction and fulfillment from reinforcing positive behaviors and attitudes and will develop expertise in assisting students in focusing on their challenges, choices and on making learning a unifying and mutually beneficial experience. The course/program will provide mentors opportunities to develop dynamic, reciprocal, and personal relationships with students who are new to the University environment. The PA2SS program seeks to reduce the sense of isolation African American students may experience on a majority campus. This sense of isolation often contributes to a

decline in the sense of wellbeing and enhances feelings of dissatisfaction that often leads to a decrease in the retention rate of African American students matriculating at University of Connecticut.

Mentors will learn about relevant issues of campus cultural dissonance, the historical context of African Americans in American Higher Education, current factors that impact African American retention in higher education, and stereotype threat. Mentors will also engage in activities involving faculty/student scholarly engagement, mentorship support structures, appreciation for diversity and the connection to the University mission. Mentors will learn effective communication strategies, nonverbal communications, and cultural competence.

UNIV 2XXX will encourage excellent academic achievement and overall student success through reading assignments, lectures, discussions and mentor/mentee required out of class meetings and activities. Course assignments will enable mentors to comprehend the issues facing mentees in successfully negotiating the academic environment. Mentors will learn effective strategies and skills that will empower the mentees and acquaint them with University resources.

The mentoring experience will benefit all students participating in the course by providing them the opportunity to debrief, discuss, appraise and evaluate their active participation in academic and extracurricula activities. Mentees and mentors will mutually benefit from critically assessing the strengths and challenges of their use of time management and organizational skills to achieve academic success.

The retention of African American students in higher education requires the intentional efforts of the University community. The H. Fred Simons African American Cultural Center initiated the PA2SS course in 2004 to strategically support underrepresented students in academic achievement, cultural awareness, and their successful adjustment to college and campus life. The University Of Connecticut Office Of Enrollment Management reports that the retention rate for African American students here at UConn has soared since the inception of this course and the efforts of many University programs and departments.

course is unique in its approach to serving African American students in a peer mentoring course.

38. SYLLABUS:

Online URL: (https://web2.uconn.edu/senateform/request/course_uploads/anp05007-1321476466-UICC_AddForm_UNIV2XXX_PAASS_110811.pdf)

39. Course Information: ALL General Education courses, including W and Q courses, MUST answer this question

40. Goals of General Education: All Courses Proposed for a Gen Ed Content Area MUST answer this question

41. Content Area and/or Competency Criteria: ALL General Education courses, including W and Q courses, MUST answer this question.: Specific Criteria

a. Arts and Humanities:

b. Social Sciences:

- c. **Science and Technology:**
 - i. **Laboratory:**
- d. **Diversity and Multiculturalism:**
 - 43. **International:**
- e. **Q course:**
- f. **W course:**

42. RESOURCES:

Does the department/school/program currently have resources to offer the course as proposed
YES

If NO, please explain why and what resources are required to offer the course.

43. SUPPLEMENTARY INFORMATION:

history of course:

The PA2SS course was developed in 2004 to assist African American and other underrepresented students in their academic achievement and successful adjustment to university life. Many of the students who are served by the course are first generation college students who have attended high school in some of the most densely populated cities in Connecticut. In many cases, the high schools are typical of urban schools of limited resources that are struggling to provide a quality education to underrepresented students who deserve the very best. Through the use of mentor students who serve as role models and academic coaches, African American freshmen transfers are paired with upperclass successful mentors to work together to support each other in achieving and maintaining academic success.

The course is taught in the African American Cultural Center and since its inception has involved University professionals, faculty, academic departments, and the highest levels of University administration in the class.

taught in past semesters as INTD 3985 (S/U)

admin note: uploaded document is the proposal reviewed by the UICC. syllabus is included on page 7.

ADMIN COMMENT:

Senate approved new course 12.12.11

University of Connecticut

University Interdisciplinary Courses Committee

(modified from CLAS C&CC form and instructions)

Proposal to Add a New INTD or UNIV Undergraduate Course

1. Date of submission:

July 29, 2011; final version ready for circulation November 8, 2011

2. Department(s), academic unit(s), and/or university unit(s) requesting this course (see Note W):

H. Fred Simons African American Cultural Center
U-3180

3. Principal Contact Person (Name, Phone Number, and e-mail address):

Dr. Willena Kimpson Price
860 486 4901
Willena.price@uconn.edu

4. Semester, intersession, or summer session and year in which course will be first offered (example: Fall 2012 or Summer 2013) (see Note R):

Fall 2011

5. Final catalog Listing (see Note A to Note K, Note O, Note S):

Assemble this after you have completed the components below. This listing should not contain any information that is not listed below! See Note A for examples of how undergraduate courses are listed.

(Include abbreviation INTD or UNIV; course number (1XXX, 2XXX, etc.); skill code (if applicable); course title;

semester offered; number of credits; prerequisites or recommended preparation (if applicable); consent of instructor

(if applicable); exclusions (if applicable); repetition for credit (if applicable); open to sophomores or higher (if

applicable); open to juniors or higher (if applicable); instructor(s) name(s) (if desired, in catalog copy); notice of S/U

grading if appropriate; and complete course description ending with "Interdepartmental course (proposed sponsoring

school(s) and/or college(s))" or "University course". General education content area(s) proposed (if applicable).)

This proposal seeks to make permanent an experimental course, taught in past semesters as INTD 3985.

INTD 3985 The PA2SS Program, Mentoring African American Students

Course title: UNIV 2XXX (INTD 3985). Open to sophomores or higher with the consent of the instructor. Offered both semesters. One credit. May be repeated for a maximum of four credits. W. Price, Instructor. Students will learn successful mentoring strategies and strategies for effective communication and discourse. Students will learn about and recognize the consequences of stereotype threat and will develop proficiency in mentoring African American college students to become lifelong learners.

Further Information Related to Items included in Catalog listing:

6. Course Number (UNIV 2XXXsee Note B): University Interdisciplinary Courses Committee will assign an appropriate number.

- What is the appropriate level for this course? 2000-level

Is there a special number suffix that would apply? (See Note B)

7. Semester, intersession, or summer session in which to be offered on a regular basis (see Note C; check all that apply):

Both Fall and Spring

8. Number of academic credits and rationale (see Note D):

One credit, lectures/discussions, meets one hour per week for 14 weeks.

9. Instructional Pattern (Describe the type of instruction (face-to-face, on-line, blended, etc.) and weekly pattern of class engagements and their nature (lecture, laboratories, discussion sections, discussion boards, blogs, on-line journals, etc.) (see Note E):

The instructional pattern for the class will include weekly lectures, discussions, and the submission of weekly written summaries of one on one mentoring meetings(with mentees and mentors).

10. Justification for creating this course (see Note L):

The PA2SS peer mentoring course was created to provide upper-class students with opportunities to develop competency in goal setting, action planning, problem solving, time management, positive role modeling, as well as experiences in academic, social, and personal reflections. The PA2SS Program mentors will experience internal satisfaction and fulfillment from reinforcing positive behaviors and attitudes and will develop expertise in assisting students in focusing on their challenges, choices and on making learning a unifying and mutually beneficial experience. The course/program will provide mentors opportunities to develop dynamic, reciprocal, and personal relationships with students who are new to the University environment. The PA2SS program seeks to reduce the sense of isolation African American students may experience on a majority campus. This sense of isolation often contributes to a decline in the sense of wellbeing and enhances feelings of dissatisfaction that often leads to a decrease in the retention rate of African American students matriculating at University of Connecticut.

11. Academic merit of course proposed (see Note Li):

Mentors will learn about relevant issues of campus cultural dissonance, the historical context of African Americans in American Higher Education, current factors that impact African American retention in higher education, and stereotype threat. Mentors will also engage in activities involving faculty/student scholarly engagement, mentorship support structures, appreciation for diversity and the connection to the University mission. Mentors will learn effective communication strategies, nonverbal communications, and

cultural competence.

UNIV 2XXX will encourage excellent academic achievement and overall student success through reading assignments, lectures, discussions and mentor/mentee required out of class meetings and activities. Course assignments will enable mentors to comprehend the issues facing mentees in successfully negotiating the academic environment. Mentors will learn effective strategies and skills that will empower the mentees and acquaint them with University resources.

The mentoring experience will benefit all students participating in the course by providing them the opportunity to debrief, discuss, appraise and evaluate their active participation in academic and extracurricula activities. Mentees and mentors will mutually benefit from critically assessing the strengths and challenges of their use of time management and organizational skills to achieve academic success.

12. Assessment Methods (see Note Y):

Class Participation-10%

- Active engagement, rather than passive observation
- Respectful of others, including diversity of language, culture, ethnicity, gender, sexual orientation, and physical ability.
- Listens actively and shows understanding by paraphrasing or by acknowledging and building on others' ideas.

Mentee/Mentor Documented Meetings-30%

- Students will work in partnership to complete weekly meeting summaries to:
 - Clarify Course assignments and expectations
 - Establish weekly goals
 - Support and advocate for each other
 - Communicate on academic, social, cultural, personal, and institutional concerns and issues.
- Document and summarize key points for follow up , resolution, and referral to Dr. Price.

Reflections-30%

- The purpose and focus are clear and consistent.
- Connections between and among ideas are made.
- Punctuation, grammar, spelling, and mechanics are appropriate.
- Organization is purposeful, appropriate, and effective.
- Responds to all aspects of the assignment.
- Use of sources/documentation.

Final Project/Presentation-30%

- Works with mentees to organize and develop the presentation. Demonstrates an understanding of the topic and makes connections among expressed ideas. Insightful, creative, and a clear, coherent presentation.

- Information is accurate and appropriate.
- Awareness of audience demonstrated through form, language , and presence.
- Vocal qualities (pace, inflection, volume, enunciation) reinforces and enlivens the content of the presentation.

Percent total grade points-letter grade conversion

94.00-100=A 77.00-79.99=C+

93.99-90.0=A- 73.00-76.99=C

87.00-89.99=B+ 70.00-72.99=C-

83.00-86.99=B 60.00-69.99=D

80.00-82.99=B- 0.00-59.99=F

13. Rationale for proposing as an INTD course (see Note Lii):

n/a

14. Rationale for proposing as an UNIV course (see Note Liii):

The retention of African American students in higher education requires the intentional efforts of the University community. The H. Fred Simons African American Cultural Center initiated the PA2SS course in 2004 to strategically support underrepresented students in academic achievement, cultural awareness, and their successful adjustment to college and campus life. The University Of Connecticut Office Of Enrollment Management reports that the retention rate for African American students here at UConn has soared since the inception of this course and the efforts of many University programs and departments.

The course is proposed as a UNIV because the African American Cultural Center reports to the Office of Diversity and Equity (ODE). ODE reports to the Office of the President. The African American Cultural center historically reported to the Office of Multicultural and International Affairs (OMIA). OMIA reported to the Office of the Provost. Prior to the creation of OMIA, the African American Cultural Center reported directly to Provost Mark Emmert.

15. Provide a brief history of how this course was developed (see Note Lii and Liii):

The PA2SS course was developed in 2004 to assist African American and other underrepresented students in their academic achievement and successful adjustment to university life. Many of the students who are served by the course are first generation college students who have attended high school in some of the most densely populated cities in Connecticut. In many cases, the high schools are typical of urban schools of limited resources that are struggling to provide a quality education to underrepresented students who deserve the very best. Through the use of mentor students who serve as role models and academic coaches, African American freshmen transfers are paired with upperclass successful mentors to work together to support each other in achieving and maintaining academic success.

The course is taught in the African American Cultural Center and since its inception has

involved University professionals, faculty, academic departments, and the highest levels of University administration in the class.

16. Overlapping courses: Briefly describe how the content of this course overlaps with others offered in the University. Justify the need for overlap. (see Note M)

The PA2SS is a course is unique in its focus on the retention of African American undergraduate students.

17. Proposed general education content area(s) and skill code(s) (see Note T). Indicate all that apply:

W(riting) course Q(uantitative) course Both

Content Area: 1 2 3 4 International

18. Grading basis proposed (letter grading, satisfactory/unsatisfactory grading) and rationale (see Note U).

Grading basis -One credit

19. Number of students expected to enroll each time the course is offered:

20-30 mentors

20. Number of class sections associated with each offering of the course:

Two to Three Sections

21. Estimated seats per class section:

Maximum of 20

22. Classroom and technology requirements

Internet, Computers, DVD, CD capabilities

23. Effects on Other Departments, academic programs, and University units. (see Note N) Other than overlap, how will this course affect other departments, academic

programs and/or University units? Consider matters such as enrollments in courses in other departments, academic programs and University units, contributions to plans of studies (majors, minors, concentrations), requiring a prerequisite from another department, etc. Where there are identifiable effects, then indicate the names of departments, academic programs and/or University units, the contact person with whom you have communicated, and contact information. As an appendix to this proposal, summarize or reproduce departmental responses.

UNIV XXXX is unique in its approach to serving African American students in a peer mentoring course.

24. Regional campus availability: Describe the availability of the proposed course at each Regional Campus. If not generally available, please explain why.
UNIV XXXX is not available at Regional Campuses.

25. Provide the name(s) of faculty or instructors who will be teaching and/or supervising the course. Describe team-teaching or supervision arrangements proposed (if applicable) (see Note P):

Dr. Willena Kimpson Price (CV at end of proposal)

26. Statement of support from proposing department(s), academic program(s), and/or University unit(s) (Include the nature of the contract between sponsoring parties, sources of funding for the course, how the course will be staffed and supervised (e.g. by a department head). Also describe the agreed process for the joint development of the course between parties.) (see Note V):

N/A

27. Dates of Departmental Curricula and Courses Committee(s) (or closest equivalent for academic programs and University units) Approval (see Note Q):

Department 1: 9/7/11 Name: African American Cultural Center Advisory Board meets 3rd Monday of each month. Letters sent directly to Hedley Freake
Faculty members of the AACC subcommittee who reviewed the proposal:

Dr. Noel Cazenave

Dr. Lee Melvin

Dr. Ted Yungclas

Dr. Lee Aggison Jr.

28. Date of Department Faculty Approval or Reapproval (for INTD courses only):

Department 1: mm-dd-yyyy Name:

Department 2: mm-dd-yyyy Name:

Department 3: mm-dd-yyyy Name:

Department 4: mm-dd-yyyy Name:

Academic Unit5: mm-dd-yyyy Name:

Academic Unit 6: mm-dd-yyyy Name:

29. Date of Department Head, Academic Unit Head, or University Unit Director Approval or Reapproval:

Department 1: 08-26-2011 Name: Dana McGee

Department 2: mm-dd-yyyy Name:

Department 3: mm-dd-yyyy Name:

Department 4: mm-dd-yyyy Name:

Academic Unit 5: mm-dd-yyyy Name:

Academic Unit 6: mm-dd-yyyy Name:

30. Syllabus: Copy and paste course syllabus below. (see Note X):

INTD 3985

PA2

SS Peer Mentor Program

Student Union 407

African American Cultural Center

Dr. Willena Kimpson Price

Willena.price@uconn.edu

Office Phone 860.486.4901

Class Meetings Thursdays 5:30-6:20 PM

Program Objective:

The PA2

SS (Preparing African American Students to Sustain Success) Program is designed to assist first year and transfer students (mentees) with their transition to the University of Connecticut. The peer relationships

will give students opportunities to learn of the University resources that are available to them, develop cultural

awareness, participate in leadership opportunities, and experience the richness of the intercultural aspects of

UConn life. Through interactions with successful African American students (peer mentors), faculty, and staff,

incoming freshmen, transferring students, and mentees will be actively engaged in collaborative learning and an

intellectual inquiry partnership.

Course Objective:

The PA2

SS (Preparing African American Students to Sustain Success) Program for mentors is designed to provide students (sophomore level and above) with opportunities to develop competency in goal setting, action

planning, problem solving, time management, positive role modeling, as well as experiences in academic,

social, cultural, and personal reflections. Mentors will experience personal fulfillment and satisfaction from

reinforcing positive behaviors and attitudes in freshman and transfer students. Mentors will support students in

focusing on their challenges, choices, and on making learning a unifying and mutually beneficial experience.

ATTENDANCE IS TAKEN AT THE BEGINNING OF EACH CLASS

Grading

Class Participation 10%

Mentee/Mentor Documented Meetings 30%

Reflections 30%

Final Project/Presentation 30%

Course Expectations:

- Students are expected to attend all classes.
- Attendance will be taken at each class meeting.
- Under no circumstances should you sign the attendance roster for someone other than yourself.
- Please contact Dr. Price in advance (if possible) of all anticipated late arrivals and

Willena.price@uconn.edu

- Your class participation grade will be based on your active engagement in class. All are expected to contribute to the richness of class discussions, activities, and conversations. Students are expected to be actively engaged in all class activities.

Late Assignments:

All written assignments are due at the beginning of class on the due date. You will lose one letter grade for every day an assignment is late.

Accommodations:

Contact the Center for Students with Disabilities (486-2020) if you need academic accommodations in this class.

Recommendations for Class Participation

1. Consider that racism, classism, sexism, heterosexism, and other institutionalized forms of oppression exist.
2. Acknowledge that we may be systematically misinformed about our own ethnic group and about members of other groups, including so called privileged and non privileged groups.
3. We will not blame ourselves or others for misinformation we have learned about others.
4. We will accept the responsibility for not repeating misinformation we have heard about others.
5. We will not engage in blaming victims for the conditions of their lives.
6. We will assume that the groups we are studying and our classmates are trying to do their best.
7. We will share information about other populations with our classmates and will never demean, devalue, or in any way "put down people for their experiences.
8. We will agree to actively combat myths and stereotypes that limit group cooperation and group gain.
9. We will create a safe environment for open discussion in the classroom.

Tips for Effective Mentee Presentations

1. Take the time to do your research in order to give an effective, engaging presentation.
2. Use Power Point, film clips.
3. Be sure that your presentation is clear, memorable, and concise.
4. Include all of the points for discussion listed in the syllabus.
5. Hand in a written copy of your presentation to Dr. Price.

6. All members of the group must actively participate in the actual class presentation.

Assignment Descriptions-

- Two minute reflections-short reflection based on assigned readings-Mentors & Mentees
- Mentors Records- Mentors complete summary of weekly meetings with mentors. Who? What? When? Where? Topics of discussed and appropriate follow-up.
- Participation-Your presence, participation and active engagement is important to successfully completing the course.
- Final Presentation-Individual presentation to the class on issues of cultural competence, African Americans and Stereotype Threat, Retention Strategies at Historically Majority Institutions, Environmental Racism, African Americans and the Economy or a topic of your choice. All topics must be approved by Dr. Price before the class presentation.

Mentor Evaluation Form (Mentee Presentations)

Date

Title of Presentation

Presenter(s) Please list

Please circle the response that represents your opinion:

1. Topics to be covered were clearly described in the program Excellent Good Fair Poor
2. The presenter(s) were well informed on the subject Excellent Good Fair Poor
3. The presenter(s) were

Course Readings:

Gallien, L., & Peterson, M.S. (2005). Instructing and mentoring the African American college student: Strategies for success in higher education. New York: Pearson Education Inc.

Brotherton, P. (2001, October 25). It takes a campus to graduate a student. Black Issues in Higher Education, 40. 9

Reasonable Accommodations-The University of Connecticut is committed to protecting the rights of individuals with disabilities. Qualified individuals who require reasonable accommodation are invited to make their needs and preferences known as soon as possible. Please contact the Center for Students with Disabilities for assistance.

Syllabus Revisions-The course syllabus may be revised during the semester. Students will be notified of revisions in a timely manner.

Academic Integrity-Students are understanding forms of academic and scholastic misconduct. Please refer to the University of Connecticut Student Code of Conduct.

September 1, 2011

- Critical Issues
- Introductions-WKP and Class
- Goals and Expectations
- Overview of Program Mentee/Mentor Pairing
- Peer Mentoring: The Process
- Mentors will review the class syllabus and all syllabi with the mentee.

- Mentors will assist mentees in developing a calendar of assignments and due dates.
- Mentors will discuss study and work habits for great academic achievement.
- Assignment- The Historical and Cultural Context of Educating African American College Students, Louis B. Gallien, Jr.-Handout, pp 6-14

September 8, 2011

- Critical Issues
- Record Sheets, Activity Logs
- Mentee/Mentor Meetings in class-Discuss the class reading assignment with the mentees.
- Mentors and Mentees-Make plans to attend an extra-curricular event/ activity
- Discussion- Campus Cultural Dissonance from assigned Reading.

Institute for African American Studies -Lecture featuring Carolyn Finney, Thursday, September 8, 2011, 4:00-5:30 PM, Class of 1947 Room, Babbidge Library-Birth of a Nation, The Remix: African Americans, Identity and Environment in the 21st Century

September 15, 2011-

- Critical Issues
- Record Sheets, Activity Logs
- Mentee/Mentor Meetings
- Guest Speaker-Associate Dean Lee Aggison, University of Connecticut Graduate School-"Strategies for Success for African American Students on Majority Campuses"-The Power of the Peer Mentoring Experience
- Student Union Ballroom-Welcome Back Lecture, Organizational Fair (Getting involved in extracurricular organizations, networking for success, Performing Arts and Greek Life Presentations.
- Mentors will attend an event with mentees. Reading Assignment- Strategies for Effective Communication within the Context of Cultural Competence. Pages 69-82

SUICIDE PREVENTION WEEK, September 19, 2011-September 24, 2011

See pages 2 &3 of this syllabus for events

Suicide Facts at a Glance 10

Suicide was the eleventh leading cause of death for all ages.

Among young adults ages 15-24 years old, there are approximately 100-200 attempts for every completed suicide. In 2007, 14.5% of US high school students reported that they had seriously considered attempting suicide during the 12 months preceding the survey. 6.9% of students reported that they had actually attempted suicide one or more times during the same period.

September 22, 2011

- Critical Issues
- Journey House Residents Speak From the Heart about their Experiences in Juvenile Detention and the Juvenile Justice System"-Journey House-a Community Service Project of the African American Cultural Center.
- o Introductions by Ken Gwozdz and Christy Calkins.

o Mentee/Mentor Meetings

o Mentors will work with mentees to plan an activity for the girls at Journey House.

Suicide Prevention Panel Discussion-Students' Voices

September 29, 2011

- Critical Issues

- Reflection Paper Due (1) - Short reflections on each assigned reading.

- Guest Speaker-Chantal Bouchereau, Director of Student Services and Advocacy- Ms. Bouchereau will discuss effective strategies for achieving a successful UConn campus experience. Don't miss this important discussion.

o Wednesday, October 5, 2011, 4:00-5:30 PM, Institute for African American Studies, lecture featuring Alan Rice, Class of 1947 Room, Babbidge Library, Tracing Slavery's Routes and Viewing Inside the Invisible: The Monumental Landscape in the African Atlantic.

o Mentee/Mentor Meetings

o Mentees and mentors will review aspects of the UConn Student Code of Conduct.

o Reading Assignments -Best Practices and Excellence within a Cultural Context- pp106-7- Developing a Relationship with Faculty-pp114-15

October 6, 2011- Critical Issues

- Record Sheets, Activity Logs

- Learning from Successful Student's (10) - Panel Discussion-High Achieving Mentors will discuss their personal and academic strategies for performing at the highest levels at University of Connecticut

o What does it take to get A's and B's? Does a bad grade spell doom and failure? Hear from students who have "words of wisdom."

o Mentors and mentees will work together to develop a study plan and strategy for preparing for midterm exams. Plans will be submitted with the weekly record sheet to Dr. Price.

October 13, 2011- Homecoming Events

- Critical Issues

- Record Sheets, Activity Logs

- Mentee/Mentor Meetings

Mentors and mentees will work together to develop a study plan and strategy for preparing for midterm exams

Mentors and Mentees will revisit class syllabi to refresh expectations and assignments.

October 20, 2011

- Critical Issues

- Guest Speaker- Kimeta Straker, Academic Counselor and Coordinator, Academic Center for Entering Students(ACES)--University of Connecticut

- Guest Speaker-Katrina Higgins, Executive Program Director, College of Liberal Arts and Sciences(CLAS)

Discussion and Questions and Answers

- Record Sheets and Activity Log

- Mentee/Mentor Meetings will work together to develop a timeline preparing end of semester assignments

Reading Assignment –

Brotherton, P. (2001, October 25). It takes a campus to graduate a student. Black Issues in Higher Education, 40

November 3, 2011

- Critical Issues

- Reflection (2) Due- Short reflections from assigned readings.

- Guest Speaker, Jean Main, Director of Financial Aid, University of Connecticut-Jean will answer all of your questions and provide very useful information regarding completion of the FAFSA Form, upcoming deadlines, in short, everything you need to know about Financial Aid at University of Connecticut.

- Mentor/Mentee Meetings

- Mentors and mentees will discuss strategies for effective Study Groups and Study Skills for Successful Students.

November 10, 2011

- Critical Issues

- Student Skit/Presentation

- Record Sheets, Activity Logs

- Mentee/Mentor Meetings

- Mentors will assist mentees in planning final presentations and refer to the suggestions that are in the syllabus on page 2.

November 17, 2011

- Critical Issues

- Student Skit/Presentation

- Record Sheets, Activity Logs

Peer Evaluations

- Mentors and mentee will plan final presentations and refer to the suggestions that are in the syllabus on page 2.

Thanksgiving Recess November 21-25, 2011

November 24, 2011- Happy Thanksgiving No Class

December 1, 2011

- Critical Issues
- Student Skit/ Presentation
- Record Sheets, Activity Logs
- Mentee/Mentor Meetings

Institute for African American Studies. Andra Gillespie, December 1, 2011, 4:00-5:30 PM,
Location TBA, Beyond Obama: African American Politics in "Post Racial" America.

December 8, 2011

- Evaluation
- Class Photo
- Mentor Presentation

Good Luck on Finals

PROFILE

- Comprehensive experience as an institutional administrator and Adjunct faculty.
- Significant record of dynamic progressive leadership. Effectively restructured programs/departments through strategic planning and reorganization.
- Proven ability to spearhead innovative solutions to challenges and implement change for improved performance and efficiency. Proficient in encouraging new ideas and cultivating a team atmosphere to attract and retain quality people.
- Skilled in screening, hiring, training, supervising, and motivating professional, classified, and student personnel, including staff development, evaluation, and performance reviews. Experienced in coordinating community and volunteer efforts.
- Accomplished communicator and presenter. Proficient in representing institutions at all levels of education, government, business, and industry. Highly successful in building strong alliances and teams through professional networking.

PROFESSIONAL HISTORY

University of Connecticut, Storrs, Connecticut

☐ Director, H. Fred Simons African American Cultural Center 1993-Present

☐ Special Assistant to the Chancellor 1994-96

☐ Adjunct Faculty- University of Connecticut Neag School of Education, Honors, Program, Human Development and Family Studies, Diversity Studies Minor

Program, 2003-Present

Central Connecticut State University, New Britain, Connecticut

☐ Adjunct Faculty, Counseling and Family Therapy, Counseling Multicultural Communities(CNSL 580 50), Summer 2005

Syracuse City School District, Syracuse New York

☐ Administrator, Center for Inquiry (city wide program for intellectually gifted students K-12), 1990-93

☐ Administrative Intern, Center for Inquiry, 1989-90

☐ Administrative Intern/Coordinator, Danforth Magnet School, 1988- 1989

☐ Science Teacher(4-6),Syracuse City School District, Gifted Program

☐ William Beard Alternative School, Teacher, 1986-1988

Dallas Independent School District, Dallas, Texas

☐ Carver Educational Center, Dallas, Texas, Gifted Education Teacher/Coordinator, 1986-87

☐ Walnut Hill School, Dallas, Texas, Gifted Education, 1985-86

☐ Bowie/Hogg, Dallas, Texas, Gifted Education, 1984-85

St. Martin Day Care Center, Erie, Pennsylvania

☐ Administrator (Pre kindergarten Program)

Atlanta, Public Schools, Atlanta, Georgia

☐ C.W. Hill School, Atlanta, Georgia, Teacher

☐ E.A. Ware School, Atlanta, Georgia, Teacher

UNIVERSITY TEACHING

☐ Fall 2002 INTD 180(25) First Year Experience Seminar

☐ Spring 2003 INTD 180(006) First Year Experience Seminar

☐ Fall 2003 EDCI 357(01) Multicultural Education for

☐ Teachers (graduate course)

☐ Fall 2003 INTD 180(24) First Year Experience Seminar

☐ Spring 2004 INTD 298H Honors Issues in Social Justice

☐ Fall 2004 EDCI 357(001) Multicultural Education for Teachers (graduate course)

☐ Fall 2004 INTD 180(019) First Year Experience Seminar

☐ Spring 2005 EDCI 357 Multicultural Education for

☐ Teachers (graduate course)

☐ Spring 2005 INTD 298H Honors Issues in Social Justice

☐ Summer 2005 Central Connecticut State University, Multicultural Communities(CNSL 580-50)

☐ Fall 2005, Spring 2006, Fall 2006- Peer Mentor Program(PA2 SS,Preparing African

Americans for Sustaining Success),INTD182, sections 43, 44, 45, 46, INTD 298, section 36

☐ Spring 2006 INTD 298H Issues in Social Justice(Honors)

☒ Fall 2006 Human Development and Family Studies- HDFS 201
☒ Fall 2006 Social Justice Learning Community(INTD 182, section 063)
☒ Spring 2007 Human Development and Family Studies-HDFS 201
☒ Spring 2007 Peer Mentor Program
☒ Spring 2007 Social Justice Learning Community(INTD 183
☒ Fall 2007 Peer Mentor Program
☒ Fall 2007 Social Justice Learning Community
☒ Fall and Spring –Interdisciplinary Seminar-Issues in Social Justice and
Introduction to Diversity Studies in American Culture-Present

EDUCATION

☒ Ph.D. Educational Leadership, University of Connecticut, 2000
☒ Graduate Certificate, Women’s Studies, University of Connecticut, 2000
☒ C.A.S. (Certificate of Advanced Study, 6th year Certificate, Educational
Administration, State University of New York, Oswego, New York, 1990
☒ M.S. Education (Curriculum and Instruction), State University of New York,
Oswego, New York, 1990 15
☒ B.A. Music/Education, Spelman College, Atlanta, Georgia

SELECTED UNIVERSITY SERVICE

- ☒ University of Connecticut African American Alumnae Council, Present
- African American Cultural Center Advisory Board, 1993-Present
- ☒ Vice Chair of African American Faculty and Staff Association 2005-Present
- ☒ African National Congress Advisory Board, 2000-present
- ☒ Committee on Diversity and Opportunity, University of Connecticut,
- ☒ Enrollment Committee, University Senate, University of Connecticut
- ☒ Midnight Marathon Advisory Board, University of Connecticut, 2001
- ☒ Multicultural Action Committee, 1993-1996
- ☒ Resource Allocation Committee, 1995-1998
- ☒ Scholastic Standards Committee of the Senate, 1998
- ☒ Search Committees- University President, Dean of School of Education, Vice
Chancellor of Undergraduate Education, Dean of Students, Associate Director of
Admissions, 1995-2000
- ☒ Strategic Planning Committee, 1995-96
- ☒ Student Life Awards Committee, 2002
- ☒ Student Welfare Committee of the Senate, 1996-2000
- ☒ University Liaison /Embassy of the Republic of Senegal, 1995-1998
- ☒ University Liaison/ His Excellency President Abdou Diouf, Republic of Senegal,
West Africa, 1995-98
- ☒ Commencement Committee 2003-Present
- ☒ Vice President National Association of Black Cultural Centers
- ☒ University Representative, Faculty of Templin Institute, Templin (Berlin) Germany,
1994-96

- ☐ Teachers for a New Era, Curriculum Design Committee 2004-
- ☐ Vice President of National Association for Black Culture Centers 2004-Present
- ☐ National Association Multicultural Educators
- ☐ Honors Convocation Marshal
- ☐ University Commencement Marshal
- ☐ Commencement Committee
- ☐ Facilitator Multicultural Affairs Cultural Centers Meeting
- ☐ Student Union Art Selection Committee 2002-3
- ☐ Student Life Awards Committee 2002-3
- ☐ Multicultural Affairs Oversight Committee 2002-3

REPRESENTATIVE PROFESSIONAL ACTIVITIES

- ☐ Consultant, President of the Republic of Senegal, Dakar, West Africa
- ☐ Consultant, Senegal Ambassador to United States, Washington, DC
- ☐ Delegate, African –African American Summit, Dakar, Senegal, West Africa, 1995
- ☐ Delegate, African-African American Summit, Accra, West Africa, 1999
- ☐ Leadership Greater Hartford, Hartford, Connecticut, 1999
- ☐ Lecturer, 4 th Annual Templin Seminar (Multiculturalism and Diversity) Berlin, Germany, May 1999
- ☐ Participant, “Restructuring Higher Education” Wharton School, University of Pennsylvania, March 1998
- ☐ Lecturer, 2nd Annual Templin Seminar, Berlin, Germany, March 1994 16
- ☐ Administered National Field Test Site of National Research Center of the Gifted and Talented, 1990-93
- ☐ Association of Supervision and Curriculum Development, 1990-93
- ☐ Connecticut State Mandated Diversity Trainer 2009-Present

CIVIC & COMMUNITY ACTIVITIES

- ☐ Consultant, Kingston, New York, BOCES, Dec. 1993
- ☐ Delta Sigma Theta Sorority 1978-Present
- ☐ Golden Key National Honor Society 1999, University of Connecticut, Storrs, Connecticut
- ☐ Hartford Chapter of Links, Incorporated 1993-Present
- ☐ Interviewer, Elementary Teacher Staffing Initiative, Syracuse (NY) City School District, 1992
- ☐ Keynote Speaker, World Education Fellowship, Connecticut Chapter, 2001
- ☐ Leadership Greater Hartford, Class of 1999, Hartford, Connecticut

- ☐ Leadership Incentive Award, Syracuse Association of Administrators, 1989-90,
- Syracuse City School District, Syracuse, New York
- ☐ Mayoral appointment to the Human Rights Commission of Syracuse and Onondaga County, 1992
- ☐ Southeastern Mental Health Center- Department of Mental Health and Addiction, Region 3, Norwich, CT, January 2000
- ☐ Park Mental Health Center, Fort Wayne, Indiana, Chairperson of the Board of Directors, 1979-81
- ☐ National Association of Elementary School Principals, 1988-93
- ☐ Phi Delta Kappa Honorary Fraternity
- ☐ Pi Lambda Theta Honorary Sorority, 1994-Present
- ☐ Presentation, American Council on Education, Diversity
- ☐ National Association of Black Culture Centers, 1993-Present Conference, Cincinnati, Ohio, Oct. 2001
- ☐ Presented Paper, Conference on Women and Gender, Women's Studies and Social Change: The Power of Moral Outrage, University of Connecticut, and March 2001.
- ☐ Presenter Baldwinsville School District, Baldwinsville, New York, Superintendent's Conference Day, 1993
- Presenter, National Association of Black Culture Centers, Annual Meeting, Champaign-Urbana, Illinois, 2001
- ☐ Presenter, New York State Annual Gifted Education Conference, Albany, New York, 1989
- ☐ Presenter, Onondaga-Cortland-Madison BOCES Colloquium, 1993
- ☐ President's Commission on the Status of Women 1994-1996
- ☐ President- National Association for Black Culture Center 2008-2011
- ☐ President-Greater Hartford Chapter of Links Inc. 2010-Present

FELLOWSHIPS

Millennium Leadership Institute, American Association of State Colleges and Universities, June 2001, Washington, DC.

Higher Education Resource Council (HERS) Summer Institute for Women in Higher Education Administration, Bryn Mawr College, Bryn, Mawr, Pennsylvania, June 24-July 21, 2002.

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