

SW 199 Valuing Diversity
UB Seminar - 3 credits

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Course Description:

Why would we want to live and work in a diverse, equitable, inclusive, and accessible society? This introductory course will enable students to go beyond buzzwords and critically examine diversity, equity, inclusion, and accessibility (DEIA) as they apply to everyday life. Students will use multiple modes of inquiry to explore how diversity and intersectionality shape human experiences to create privilege and power that systemically oppress, marginalize, and exclude people. Students will engage in reflective practice, examine their own biases, and consider strategies to create socially inclusive and equitable communities that facilitate belonging and connection across difference. Through experiential and active learning, students will gain an understanding of and explore topics that include but are not limited to the dimensions of DEIA; the benefits of DEIA; critical analysis of DEIA initiatives across settings, and the interconnections among DEIA, public policy, and key social issues. Students will also identify strategies for personal and social responsibility in advancing DEIA.

Diversity Statement

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Student Learning Outcomes:

Having completed a UB Seminar, students will be able to:

Learning Outcomes	Student Achievement of this Learning Outcome will be Assessed by:
1. Think critically using multiple modes of inquiry.	<u>Primary:</u> Journal, Diversity Wheel; Film Discussion Paper; DEIA Group Project, Final Reflection and DEIA Plan and E-portfolio
2. Analyze disciplinary content to identify contexts, learn fresh perspectives, and debate and discuss problems in the field.	<u>Primary:</u> Journal, Diversity Wheel, Film Discussion Paper DEIA Group Project; Final Reflection and DEIA Plan and E-portfolio <u>Secondary:</u> In-class activities, Role plays, Class discussion
3. Understand and apply the methods of close reading, note taking, analysis, and synthesis.	<u>Primary:</u> Note-taking, Reading assignments, Meaningful class participation <u>Secondary:</u> Journal, Diversity Wheel, Film Discussion

Learning Outcomes	Student Achievement of this Learning Outcome will be Assessed by:
	Paper DEIA Group Project and DEIA Plan, E- portfolio
4. Recognize and debate ethical issues and academic integrity in a variety of settings.	<u>Primary:</u> Journal, Film Discussion Paper, DEIA Group Project/Final Critical Reflection/Action Paper <u>Secondary:</u> In-class activities, Class discussion
5. Demonstrate proficiency in oral discourse and written communication.	<u>Primary:</u> Journal, Film Discussion Paper, DEIA Group Project and E-portfolio, Final Reflection Paper <u>Secondary:</u> In-class activities, Class discussion
6. Develop essential research and study skills such as time management.	<u>Primary:</u> Journal; Film Discussion Paper, DEIA Group Project and E- portfolio
7. Understand the academic expectations pertaining to student at the University at Buffalo and to higher learning at a research university.	<u>Primary:</u> Class activities on building research and study skills <u>Secondary:</u> Fostering ability to meet deadlines on all assignments

Course Materials:

Wisdom, J., & Jenkins, L.D. (2021). *Millennials' guide to diversity, equity, and inclusion*. Winding Pathway Books.

Rothenberg, P. (2019). *Race, class, and gender in the United States: An integrated study* (11th edition). Worth Publishers.

Other required readings will be available on UBLearn.

COURSE FORMAT

This course will include class meetings, discussions, and film screenings, in addition to individual and group assignments. All students are expected to be active and engaged participants in all class activities, conducting themselves in a respectful and adult manner, especially with class activities that will be conducted in the community. All assigned readings must be completed before class sessions.

Basic Needs Statement

No student can be expected to learn at their full potential if they do not have their basic needs for food, shelter, and personal health and safety met first. This is especially challenging in our current era. Please feel free to contact me if you are struggling with any aspect of your basic needs so that I can help connect you to resources. If you prefer, you can also reach out to UB SSW Student Services personnel at sw-studentservices@buffalo.edu. If you are coping with food or housing insecurity, there are a number of resources on campus available to you. First, UB's Food Pantry—the Blue Table—provides a week's worth of food to UB students. You can find out more and place an online order here: <https://www.buffalo.edu/studentlife/help/emergency/food-support.html>

UB's Wellness Office also provides several other food-related resources. Emergency Funds are available through the Office of Student Conduct and Advocacy to help meet unexpected expenses that threaten your

ability to stay in school. Find out more here: <https://www.buffalo.edu/studentlife/help/emergency/emergency-funds.html>

Accessibility Resources

Students with disabilities who require special accommodations should inform the instructor of specific requirements immediately. Further, students are required to register with the Office of Accessibility to qualify. Please do this early in the semester so that we can discuss appropriate accommodations.

25 Capen Hall, Buffalo, NY 14260-1632
(716) 645-2608
TTY: (716) 645-2616
Website: <http://www.buffalo.edu/accessibility/>

Syllabus Statement on Sexual Assault

UB is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. If you have experienced gender-based violence (intimate partner violence, attempted or completed sexual assault, harassment, coercion, stalking, etc.), UB has resources to help. This includes academic accommodations, health and counseling services, housing accommodations, helping with legal protective orders, and assistance with reporting the incident to police or other UB officials if you so choose. Please be aware that UB employees may be required reporters. This means that if you tell me about a situation, I may have to report the information to the Office of Equity, Diversity, and Inclusion. Although I may have to report the situation, you will still have options about how the situation will be handled, including whether or not you wish to pursue a formal complaint. Please know that if you do not wish to have UB proceed with an investigation, your request will be honored unless UB's failure to act does not adequately mitigate the risk of harm to you or other members of the University community. You also have the option of speaking with trained counselors who can maintain complete confidentiality. UB's Options for Confidentially Disclosing Sexual Violence provides a full explanation of the resources available, as well as contact information. You may call UB's Office of Equity, Diversity, and Inclusion at (716) 645-2266 for more information, and you have the option of calling that office anonymously if you would prefer not to disclose your identity.

HIPAA Policy

In line with the new HIPAA regulations concerning protected health information, it is important that you understand that any case information you present from your own work will need to be de-identified. What this means is that any information that would allow someone to know the identity of the person needs to be changed or eliminated. This includes obvious things like names and birth dates but may also contain other information that is so unique to the person that it will allow for identification, including diagnosis, race/ethnicity, or gender. If diagnosis, race/ethnicity, or gender is directly related to the case presentation it can be included if you are confident it will not allow for identification.

COURSE REQUIREMENTS

Academic Integrity and Honesty:

Students must be familiar with and abide by the University's policies and procedures on Academic Integrity, available at the following link:

<https://catalog.buffalo.edu/policies/integrity.html>

Plagiarism protection software may be used in this class to aid in determining the originality of student work. These policies apply to all assigned work for this course.

Grading Policy:

No assignments will be accepted after the due date unless **prior arrangements** have been made with instructor.

In assigning grades, it is assumed that excellence is the standard. If all work meets the standard, the student may expect a **grade of B**. An A will be awarded for work that is outstanding in that it exceeds that standard by providing an innovative perspective, if it adds to the instructor's knowledge or if it demonstrates a high degree of critical thinking.

Policy on Incomplete Grades for the Course

Incomplete grades will be given only if there are extenuating circumstances (i.e., severe illness) that preclude the student from completing the course. For the policy on incomplete grade determination, see the University Policy below.

University Policy on Incomplete Grades

A grade of incomplete ("I") indicate that additional course work is required to fulfill the requirements of a given course. Students may only be given an "I" grade if they have a passing average in coursework that has been completed and have well-defined parameters to complete the course requirements that could result in a grade better than the default grade. An "I" grade may not be assigned to a student who did not attend the course. Prior to the end of the semester, students must initiate the request for an "I" grade and receive the instructor's approval. Assignment of an "I" grade is at the discretion of the instructor.

The instructor must specify a default letter at the time the "I" grade is submitted. A default grade is the letter grade the student will receive if no additional coursework is completed and/or a grade change form is not filed by the instructor. "I" grades must be completed within 12 months. Individual instructors may set shorter time limits for removing an incomplete than the 12-month time limit. Upon assigning an "I" grade, the instructor shall provide the student specification, in writing or by electronic mail, of the requirements to be fulfilled, and shall file a copy with the appropriate departmental office. More details on UB grading policies and undergraduate incomplete policy may be found here:

<https://catalog.buffalo.edu/policies/explanation.html>

Course Requirements

Academic Content

Week	Topics	Assignments	Associated Learning Outcome Number
1	<ul style="list-style-type: none"> ▪ Course Introduction and Expectations ▪ Introduction to DEIA and Its Benefits 	<p>Blackboard Readings Academic integrity exercise</p> <p>Phillips, K (2014). How Diversity Makes Us Smarter. https://www.scientificamerican.com/article/how-diversity-makes-us-smarter/</p>	1,2,3,4,7
2	<ul style="list-style-type: none"> ▪ Understanding ourselves ▪ Examining our history, culture, and values 	<p>Wisdom and Jenkins, Chapters 1-5 Tatum, B. (2000). The Complexity of Identity https://uucsj.org/wp-content/uploads/2016/05/The-Complexity-of-Identity.pdf Kirk, G & Okazawa, M. (2000). Who Am I, Who Are My People? http://www.drvalverde.com/uploads/1/0/5/3/10538520/who_am_i_who_are_my_people_-_kirk_and_okazawa.pdf</p>	1,2,3,4
3	<ul style="list-style-type: none"> ▪ Examining our Biases ▪ Stereotypes, Prejudice and Preconceptions/Discrimination 	<p>Wisdom and Jenkins, Chapters 6-8, 26 Unconscious Bias, Implicit Bias, and Microaggressions: What Can We Do About Them? https://www.americanbar.org/groups/gpsolo/publications/gp_solo/2019/july-august/unconscious-bias-implicit-bias-microaggressions-what-can-we-do-about-them/ How to overcome our biases? Walk boldly toward them https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them?referrer=playlist-bridging_cultural_differences Ted Talk: Purdie-Greenaway, J. (2021). The anxiety that comes from being treated like an outsider https://www.ted.com/talks/valerie_purdie_greenaway_the_anxiety_that_comes_from_being_treated_like_an_outsider Rothenberg pp. 272-285</p>	1,2,3,4,6,7
4	<ul style="list-style-type: none"> ▪ What is Diversity? Why does it matter ▪ Oppression/Privilege/Intersectionality 	<p>Wisdom and Jenkins, Chapters 9-10 Johnson, A. (2010). Privilege, Oppression and Difference. https://blogs.janec.edu/engaging-diversity/wp-content/uploads/sites/76/2015/02/Privilege-Oppression-and-Difference.pdf Rothenberg pp. 108-110-137 Ted Talk: Professor Kimberlé Crenshaw Defines Intersectionality https://www.youtube.com/watch?v=sWP92i7JLIQ</p>	1,2,3,5,6
5	<ul style="list-style-type: none"> ▪ Equity vs Equality 	<p>Wisdom and Jenkins, Chapters 11-12</p>	1,2,3,5

	<ul style="list-style-type: none"> Analyzing Inequity and its Impact 	<p>340-343, 416-421,434-437. Equity and Equality https://www.youtube.com/watch?v=XON22PMdF1U&list=TLPOmJgxMjIwMjGEhFRrDgHCkA&index=3 Ted Talk: How we're priming some kids for college — and others for prison. https://www.ted.com/talks/alice_goffman_how_we_re_priming_some_kids_for_college_and_others_for_prison</p>	,6
6	<ul style="list-style-type: none"> Inclusion/Accessibility Analyzing Marginalization/Exclusion 	<p>Wisdom and Jenkins, Chapter 13, 24, 27-29 Rothenberg pp. 86-94 Gwayi-Chore, M.C. et al., (2021) “Being a Person of Color in This Institution Is Exhausting”: Defining and Optimizing the Learning Climate to Support Diversity, Equity, and Inclusion at the University of Washington School of Public Health Front. Public Health https://doi.org/10.3389/fpubh.2021.642477 Diversity Wheel Due</p>	1,2,3,5,6
7	<ul style="list-style-type: none"> Diversity of Race and Ethnicity Racism/Privilege 	<p>Wisdom and Jenkins, Chapter 13, 21, 23 Rothenberg pp.111-137 What Is Systemic Racism? [Videos] https://www.raceforward.org/videos/systemic-racism How to Deconstruct Racism One Headline at a Time, TED2019 https://www.ted.com/talks/baratunde_thurston_how_to_deconstruct_racism_one_headline_at_a_time</p>	1,2,3,5,6
8	<ul style="list-style-type: none"> Diversity of Gender/Gender Inequality Sexual orientation/Gender identity and expression 	<p>Wisdom and Jenkins, Chapter 14-15 Rothenberg pp. 40-69, 76-81. Video: Black Trans* Lives Matter, TEDxCSU, March 2019: https://www.youtube.com/watch?v=bs67v5klQI4</p>	1,2,3,5,6
9	<ul style="list-style-type: none"> Nationality-Immigration Status Religion-Anti-Semitism/Islamophobia 	<p>Wisdom and Jenkins, Chapter 16-18 Rothenberg pp.215-243, 258-264 Ted Talk: What it's like to be Muslim in America https://www.ted.com/talks/dalia_mogahed_what_it_s_like_to_be_muslim_in_america?referrer=playlist-bridging_cultural_differences</p>	1,2,3,5,6
10	<ul style="list-style-type: none"> Poverty and Wealth Inequality Ability/Ableism 	<p>Wisdom and Jenkins, Chapter 18-20 Rothenberg pp. 364-383, 434-438 Film Analysis Paper Due</p>	1,2,3,4,5,6,7
11	<ul style="list-style-type: none"> Revisioning the Future Social Change Movements 	<p>Wisdom and Jenkins, Chapter 17, 20 Rothenberg pp.718-755 An interview with the founders of Black Lives Matter https://www.ted.com/talks/alicia_garza_patrice_cullors_and_opal_tometi_an_interview_with_the_founders_of_black_lives_matter?referrer=playlist-talks_to_help_you_understand_s</p>	1,2,3,4,5,6
12	<ul style="list-style-type: none"> Ally-ship Building Bridges 	<p>Wisdom and Jenkins, Chapter 30-37 McKesson, D. (2018). How you can be an ally in the fight for racial</p>	1,2,3,4,6

	and Belonging	justice. https://ideas.ted.com/how-you-can-be-an-ally-in-the-fight-for-racial-justice/ Rothenberg pp. 679-717	
13	<ul style="list-style-type: none"> ▪ Promoting DEIA/Best Practices ▪ What can we do? 	Wisdom and Jenkins, Chapter 38-45 Model Policies and Considerations for a Diverse, Equitable, Inclusive and Respectful Work Environment <u>Model Policies and Considerations for DEIRWE.pdf (wa.gov)</u> p. 1-26 Soled, D.R. et al., (2021). The Case for Health Reparations Front. Public Health, https://doi.org/10.3389/fpubh.2021.664783	1,2,3,5,6
14	<ul style="list-style-type: none"> ▪ Best Practices/Case Studies ▪ Final Presentations 	Race Forward (2014). An Introduction to Racial Equity Assessment Tools pp. 29-37 (Guide/Case Study) https://racc.org/wp-content/uploads/2015/12/An-Introduction-to-Racial-Equity-Assessment-Tools.pdf	1,2,3,4,5,6,7
15	<ul style="list-style-type: none"> ▪ Final Presentations ▪ Final Presentations 	NO READINGS	1,2,3,4,5,6,7

COURSE ACTIVITIES

ASSIGNMENTS/EVALUATION:

Class Preparation and Participation: 10%

This grade is based on the following: Students are expected to attend and participate actively, professionally, and meaningfully in all class sessions and activities and to demonstrate familiarity with the content of the assigned readings during class discussions.

Journal Entries: 30%

Due: Ongoing Beginning Week 2 through Week 12

Weekly personal journal submissions (only visible to you and the instructor) will be made to the Online Journal created in Blackboard. The purpose of the journal assignment is for you to reflect on each week's readings or other assigned materials. While this is a reflection assignment, it should also show your grasp of the information by linking your thoughts and feelings, life experiences, and external material (e.g., news reports you think are relevant). Consider how the materials challenged, influenced, or changed your thinking. Journal entries should reflect your thoughts and questions in response to the readings and materials- they are not a summary. Journals should be between 250-500 words. Each student is allowed to skip one journal entry in the semester without penalty. The main thing I'm looking for in these journals is evidence that you read ALL assigned readings so please explicitly address them all in text **and refer to the assigned materials**. Identify any statements, quotes or concepts that stand out to you. Discuss why you identified these items and what you took from them. Journal entries are due each week on Monday at midnight (11:59 PM) over ALL of that week's course readings. Please refer explicitly to all readings so that I can be sure you read them.

Journals are graded as follows:

- 3 points: Exceptional effort. Student has gone above and beyond to contribute thoughtfully.
- 2 points: Full effort. Student has demonstrated thorough completion of all readings and good reflection. (This is the default grade for a satisfactory assignment.)

- 1 point: A partial or very half-hearted attempt. (I hope to use this grade very rarely).
- 0 points: Assignment not completed

Diversity Wheel 10 %

Due: Week 6

Students will complete the “Diversity Wheel” in relation to their own identities, privileges, and oppression. A one-page summary and discussion will also be required (1 page).

For the summary:

What did you learn about yourself?

What identities have the strongest effect on how you perceive yourself?

What identities have the greatest effect on how others perceive you?

Why is it important to critically reflect on our identities? How does one’s identity shape life experiences and opportunities?

Here is the template. Click on the link at the top of the document to open a fillable google doc.

<https://drive.google.com/file/d/1w7yo6ljyS0pnvEO-BOrE7Aohmaa9n5Jf/view>

Film Discussion/Analysis 10 pts. Due: Week 10

Students will select one of the films from the following list and write a 2–3-page analysis.

Questions will be distributed by the professor.

- **13th** <https://www.youtube.com/watch?v=krfcq5pF8u8>
- **Crip Camp: A Disability Revolution** <https://www.youtube.com/watch?v=OFS8SpwioZ4>
 - A rousing film about a group of teen campers with disabilities turned activists who shaped the future of the disability-rights movement and changed accessibility legislation for everyone.
- **First Generation** <https://www.youtube.com/watch?v=pfDx4duheHk>
 - The film explores the problem of college access faced by first generation and low-income students and how their success has major implications for the future of our nation.
- **White Like Me: Race, Racism & White Privilege in America**
 - <https://buffalo.kanopy.com/video/white-me-0>
 - Based on the work of acclaimed anti-racist educator and author Tim Wise, the film explores race and racism in the US through the lens of whiteness and white privilege. It reassesses the American ideal of meritocracy and claims that we've entered a post-racial society
- **Maine Girls: Teens Bridge Ethnic & Cultural Divides** <https://buffalo.kanopy.com/video/maine-girls>
 - MAINE GIRLS follows 13 immigrant and non-immigrant teenage girls and explores the important role that young people play in bridging cultural divides. In Maine - the whitest state in America - immigrant students are entering public schools in record numbers. But as the population increases, so are the number of hate crimes.
- **Unnatural Causes- In Sickness and Wealth** <https://buffalo.kanopy.com/video/sickness-and-wealth>
 - Explores the connections between healthy bodies, healthy bank accounts and skin color. Examines why we get sick in the first place, and why patterns of health and illness reflect underlying patterns of class and racial inequities.
- **Unnatural Causes-Place Matters** <https://buffalo.kanopy.com/video/place-matters>
 - Why is your street address such a good predictor of your health? Latino and Southeast Asian immigrants have been moving into long-neglected urban neighborhoods such as those in Richmond, California, a predominantly Black city in the San Francisco Bay Area. Segregation and lack of access to jobs, nutritious foods, and safe, affordable housing have been harmful to the health of long-time African American residents, and now the newcomers' health is suffering

too.

- **A Road to Home Stories of Homeless LGBTQ Youth of NYC**
<https://buffalo.kanopy.com/video/road-home-0>
 - Follows 6 LGBT youth through New York City as they learn to survive in the streets, then struggle to find beds, jobs, and some sense of purpose and direction for their lives. Four have grown up in poverty, two not. Five are BIPOC. All have been rejected. Their lives typify the experience of the 500,000 homeless youth on American streets every night.
- **Pushout: The Criminalization of Black Girls in Schools**
 - <https://buffalo.kanopy.com/video/pushout-criminalization-black-girls-school-1>
 - Takes a deep dive into the lives of Black girls and the practices, cultural beliefs and policies that disrupt one of the most important factors in their lives - education. African American girls are the fastest-growing population in the juvenile justice system and the only group of girls to disproportionately experience criminalization at every education level.

DEIA Group Project- Oral Presentation 25% In class presentations/ Weeks 14-15

Student groups will submit their selected topic to the professor with a brief description of the topic and a list of group members by Week 10. Please feel free to consult with the professor regarding potential project topics. Student groups will present a 20-minute presentation of their research on their selected issue.

Outline for Presentation:

Briefly summarize the issue. What is the history of this issue? Conduct a literature review on the various ways this issue impacts a social group- provide specific evidence based on research as to how may marginalized and excluded and face inequities? What factors uphold and maintain inequities and exclusion. How can these inequities be addressed? What practices, policies or approaches promote inclusion, voice and belonging? Use class materials and research on best practices to foster equity, inclusion, and accessibility.

Criteria for group evaluation are completeness and responsiveness to assignments specific integration of content from readings and lectures, use of literature, creativity, and originality in the use of self and personal insight. You are expected to conduct library research, sharing with the class an annotated bibliography of the five best sources of material your group found which are relevant to the content of your topic.

Final Paper: Critical Reflection/ Personal Plan for Inclusive Practices 15%

Due Date: Exam Week

This paper is a critical reflection about the class and your learning over the course of the semester. The paper should be 2-3 pages (well thought out, coherent, paragraphs), double-spaced, using 12 pt. font. Summarize and reflect on what you learned by taking this course. How has your understanding of DEIA changed? What did you learn about the process efforts that inspired you or left you with further questions? Highlight succinctly things you learned while participating in this course that were most meaningful for you. Cite literature and use relevant theoretical concepts in your analysis. What aspects did you already know? What challenged your preconceptions? What piqued your curiosity and made you want to learn more? What questions were aroused in your mind that would merit further investigation and exploration?

What did you learn about the strategies to advance diversity, equity inclusion and how might you apply these in your personal life or future career?

Action Steps

Describe three to five actions that are reasonable and feasible for you to do that will promote equity,

inclusion, and accessibility in your workplace or community. Briefly explain why you believe that these actions will be effective.

Grading Policy:

Weighting	Assessment / Assignment
10%	Class Preparation and Participation
30%	Journal Entries
10%	Diversity Wheel
10%	Film Discussion Paper
25%	DEIA Group Project- Oral Presentation
15%	Final Paper: Critical Reflection/ Personal Plan for Inclusive Practices
100%	TOTAL

Final Grades:

Grade	Quality Points	Percentage (EXAMPLE)
A	4.0	93.0% -100.00%
A-	3.67	90.0% - 92.9%
B+	3.33	87.0% - 89.9%
B	3.00	83.0% - 86.9%
B-	2.67	80.0% - 82.9%
C+	2.33	77.0% - 79.9%
C	2.00	73.0% - 76.9%
C-	1.67	70.0% - 72.9%
D+	1.33	67.0% - 69.9%
D	1.00	60.0% - 66.9%
F	0	59.9 or below

Available Resources on Sexual Assault:

UB is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic and dating violence and stalking. You may call UB's Office of Equity, Diversity and Inclusion at (716) 645-2266 for more information or visit their website.

Counseling Services:

As a student you may experience a range of issues that can cause barriers to learning or reduce your ability to participate in daily activities. These might include strained relationships, anxiety, high levels of stress, alcohol/drug problems, feeling down, health concerns, or unwanted sexual experiences. Counseling, Health Services, and Health Promotion are here to help with these or other concerns. You learn can more about these programs and services by contacting:

- Counseling Services:
 - 120 Richmond Quad (North Campus), phone 716-645-2720
 - 202 Michael Hall (South Campus), phone: 716-829-5800
- Health Services: Michael Hall (South Campus), phone: 716- 829-3316
- Health Promotion: 114 Student Union (North Campus), phone: 716- 645-2837

Controlled Enrollment Courses:

The UB Seminar is a [Controlled Enrollment Course \[CEC\]](#). Enrollment in a CEC is restricted by the available student positions, and self-registration for a CEC in any fall or spring semesters is available only to students taking that course for the first time. Repeat enrollment may be difficult or impossible in a fall or spring semester; a student seeking to repeat a CEC should plan to register for and do this in a UB summer session. Repeat enrollment is enrollment by a student who previously enrolled in the course at UB or transferred an equivalent course to UB and for which course the student has a grade of 'A', 'B', 'C', 'D', 'F' or qualified value thereof [e.g., 'A-', 'D+'], or a grade of 'P', 'S', 'U', 'I', 'J', 'N', or 'R'. A student may self-register to repeat a CEC in a fall or spring term only if the student's grade of record for the previous enrollment is 'W', i.e., administrative withdrawal. Students may petition for enrollment in such a designated spring course by the third week of the preceding fall semester, and in a fall course by the third week of the preceding spring semester.

UB Portfolio

If you are completing this course as part of your UB Curriculum requirements, please select an ‘artifact’ from this course that is representative of your learning and save it in a safe location with a clear title. Your final UB Curriculum requirement, UBC 399: UB Curriculum Capstone, will require you to submit these ‘artifacts’ as you process and reflect on your achievement and growth through the UB Curriculum. Artifacts include homework assignments, exams, research papers, projects, lab reports, presentations, and other coursework. For more information, see the UB Curriculum Capstone website: <https://www.buffalo.edu/ubcurriculum/capstone.html>.

University Support Services

The Center for Excellence in Writing provides support for written work, and several tutoring centers on campus provide academic success support and resources. You may contact them at <http://www.buffalo.edu/writing/Students/undergraduate.html>

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