EDUL 7053: Cultural Diversity

Department of	Educational Leadership & Counseling	Education College of	

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Office Hours:	(Th) 11-2:30 (S) 2-5pm
Virtual Office Hours:	

Course Location:	Delco 217
Class Meeting Days & Times:	Saturday 11am-1: 50pm
Course Abbreviation and Number:	EDUL 7053
Catalog Description:	Cultural Diversity in Educational Leadership. (3-0). Credit 3.Examines critical issues related to providing leadership for diverse student populations. Educational and Social Service leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

Prerequisites:	Admissions into the doctoral program
Co-requisites:	

Required Text:	Cultural Proficiency: A Manuel for School Leaders by Lindsey Randall ISBN: 9781412963633 Good to Great by Jim Collins ISBN 0-06-662099-6 Publication Manual of the American Psychological Association (6th ed.). Washington, DC.

Recommended	

Text:	

Access to Learning Resources:	PVAMU Library: phone: (936) 261-1500; web: http://www.tamu.edu/pvamu/library/ University Bookstore: phone: (936) 261-1990; web: https://www.bkstr.com/Home/10001-10734-1?demoKey=d

Course Goals or Overview:

	The goal of this course is to prepare and equip educational leaders with the ability to examine critical issues related to providing leadership for diverse student populations. Educational and Social Service leaders will understand what it means to be culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems

NCATE/ELCC Standards met: NCATE Standard 2 and 5; ELCC 6.3a; ELCC 6.1b; ELCC 4.1h;ELCC 2.2d

At the end of the course students will have knowledge on how to advocate for policies that promote social justice (ELCC 6.3a); demonstrate understanding of theories which examine the complex issues surrounding racism and it's effect on education, families, and communities (ELCC 6.1b); awareness of how personal values, assumptions, and attitudes impact the academic performance of students (ELCC 4.1h); knowledge regarding developing an action plan that addresses the needs of diverse learners (ELCC 2.2d).

			Alignment with Academic Program		Alignment with Core Curriculum
1		The students will be able to have the ability to promote the success of all students by promoting a positive culture, providing an effective instructional program, apply best practice to student learning, and designing comprehensive professional growth plans for staff: NCATE Standard 2	Outcome 1: Candidates will become scholar-practitioners or practitioner-scholars who *can develop, support, and/or influence the accomplishment of* visions, missions, goals and objectives at the organizational, district and/or system levels.		
2		Be able to have the knowledge and ability to promote the	Outcome 1: Candidates will become scholar-practitioners		

success of al students by understanding, responding to, and influencing the larger political, social, economic, legal and cultural context. NCATE Standard 5:	or practitioner-scholars who *can develop, support, and/or influence the accomplishment of* visions, missions, goals and objectives at the organizational, district and/or system levels.	

Course Evaluation Methods

This course will utilize the following instruments to determine student grades and proficiency of the learning outcomes for the course.

    Exercises – written assignments designed to supplement and reinforce course material
    Projects – web development assignments designed to measure ability to apply presented course material
    Class Participation – daily attendance and participation in class discussions

Grading Matrix

Instrument	Value (points or percentages)	Total
(1)Personal Diversity Project	10 point	10
(2) Theory Project	30 point	30
(3) CDP	30 points	30
(4)Workshop presentation-Lindsey	10 points	10
(5)Case Studies (5 pts each)	10 points	10
(6)Class Participation/ Discussion board/Pact journal/ Quizzes	10 points	10
Total:		**100**

       Grade Determination:

                A = 95-100 pts;
                B = 85 –94 pts;
                C = 75-84 pts;
                D = 65-74 pts;
                F = 64 pts. or below

Course Procedures

	COURSE CALENDAR
Class #1 9-3	Introduction and orientation
Class #2 9-10	Read articles/Online-Answer questions to case study-Personal Diversity Project due
Class #3 9-17	Dr. Tanner/ (Lindsey-Read Part I)
Class #4 9-24	(Lindsey-Read Part II Online-Develop case study and questions based on Cultural Proficiency Model Lindsey)
Class #5 10-1	Dr. Tanner (Read Part III- Lindsey)
Class #6 10-8	Submit online-Diversity Plan/Presentation due with Strategies (This will be considered your mid-term. Bring hard copy of CDP plan).
Class #7 10-15	Research-Library
Class #8 10-22	Attend Legal Issues Conference – submit Theory Project online (6 pages)
Class 9 10-29	Lindsey Workshop Part I
Class #10 11-5	Lindsey Workshop Part II
Class #11 11/12	Lindsey Workshop Part III
Class #12 11-19	Online-Answer case study questions developed my classmates (posted online). Case studies that were developed by classmates. Cultural Proficiency Model Online-Answer case study questions developed my classmates (post online)-Theory
Class #13 11-26	Thanksgiving
Class #14 12-3	Reflections/Final

Submission of Assignments: Late assignments will not be taken. If you miss a class, it is your responsibility to get the notes or material from a classmate. I expect students to be present and on time for every class. 5 points will be deducted for each grammatical or APA error. No exceptions.

1. Personal Diversity Project (10%)
> Pick the type of experience that will give you the most potential for personal growth: Experiences will vary. Students have attended a service in a church that is radically different from their own, spent part of a day in a wheel chair, visited a gay bar, volunteered at a homeless shelter, spent a night with an Indian family on the reservation, and visited a nursing home. The important thing is to share some of yourself with others, while being aware of how YOU feel being the different one. Write a two to three page summary of your experience including 1) a summary of the event, 2) how you felt 3) what you learned about the culture 4) how you would go about interacting with someone from this culture, and 5) what personal biases/ ethical issues might be involved for you.

2. Theory (30%)
> Each person must write a 6 page paper through the lens of 1 or 2 theories (i.e. cultural ecology

theory, critical race theory, social dominance, deficit narrative theory). Each paper should encompass 4 parts: 1) quote or powerful statement that supports theory 2) Definition and/or explanation of theory (details) 3) Implications for education 4) table with major tenets of theory.

3. Design a campus diversity plan (30%)

Each individual will develop a District or Organization Diversity plan based on the District Strategic plan and most recent AEIS data available. The CDP will be submitted as a final workshop in the form of a narrative and PowerPoint. Individuals should gather as much feedback as possible from the critique/critical analysis.

Narrative and workshops will be conducted in class and members of the class will serve as workshop participants (i.e., class members will assume the predetermined roles during the workshop). The author should create 25 or more recommendation based on the data. The narrative explains the rational of the plan (include several citations and AEIS data from the district). Visual aids, videos, slides, handouts, experiential activities, assessments, and other creative means of presenting the material are highly recommended. The presentation should have a component that is interactive. Finally a certificate of participation should be designed that includes the topic and objectives addressed by the learning exercise.

4**. Lindsey workshops (10 %)** will be conducted online and class members will serve as workshop participants (i.e., class members will assume the predetermined roles during the workshop). Visual aids, videos, slides, handouts, experiential activities, assessments, and other creative means of presenting the material are highly recommended. 75% of the grade will be based on the evaluations conducted by the instructor (see attached evaluation sheets for criteria). As this will be a virtual workshop conducted online, the use of pod casting and/or underline elaborate instructionally designed PowerPoint's with detailed speaker notes and an assessment will enhance delivery. The presentation should have a component that is interactive with a virtual audience. Finally a certificate of participation should be designed that includes the topic and objectives addressed by the learning exercise.

5. Diversity case study (10%). Develop a diversity case study using one of the theories assigned in the in the class and one case study based on one level of the Cultural Proficiency Model. The case study should be developed through the lens of the student or teacher being shared. The second theory must use one level of the Cultural Proficiency Model (i.e. cultural blindness). Communicate with one another--I do not want 5 case studies covering one level of the cultural proficiency model or the same theory. Try to use real experiences. The questions are an equally important part of this project and should reflect higher-level thinking. Be prepared to lead a short discussion (5 min). Again, communicate with each other.

6. Participation, **Attendance, Discussion Board (10%):**

Each week that the class meets online or face to face, students are expected to participate in class discussions based upon the assignments posted on the discussion board. Or presented in class. Student statements posted to the discussion board (responses) are expected to be supported by text or other professional material when applicable. Students are expected to participate in discussions on a weekly basis. To receive credit for discussion board postings, students must make the initial post during the topic week only and respond to three other postings from classmates (In an effort to give students time to submit their responses, please submit your initial posting by the

Wednesday before class). Initial late postings will not receive credit, unless noted on the topic discussion or with instructor approval. Students will receive a reduction in participation for all absences and/or tardiness.

7. Special Project. The special project assignments are 100% optional for students. A relevant project will be given and substituted for a predetermined assignment or assignments identified by the professor. Please note the professor does not always offer Special Project assignment options.

Formatting Documents:
Microsoft Word is the standard word processing tool used at PVAMU. If you're using other word processors, be sure to use the "save as" tool and save the document in either the Microsoft Word, Rich-Text, or plain text format.

Exam Policy
Exams should be taken as scheduled. No makeup examinations will be allowed except under documented emergencies (See Student Handbook).

Professional Organizations and Journals
> Administrative Science Quarterly
> Administrator's Notebook
> American School Board Journal
> Educational Administration Quarterly
> Educational Leadership
> Educational Researcher
> Harvard Educational Review
> Journal of Educational Administration
> Journal of Educational Research
> National Association of Secondary Principals Bulletin
> Phi Delta Kappan
> Principal
> Qualitative Inquiry
> Review of Educational Research
> The Journal of Urban Education and Practice
> The Executive Educator
> The Harvard Business Review
> The Journal of Negro Education
> The School Administrator
> Urban Education and Society

References

University Rules and Procedures

Disability statement (See Student Handbook):
Students with disabilities, including learning disabilities, who wish to request accommodations in class, should register with the Services for Students with Disabilities (SSD) early in the semester so that appropriate arrangements may be made. In accordance with federal laws, a student requesting special accommodations must provide documentation of their disability to the SSD coordinator.

Academic misconduct (See Student Handbook):
You are expected to practice academic honesty in every aspect of this course and all other courses. Make sure you are familiar with your Student Handbook, especially the section on academic misconduct. Students who engage in academic misconduct are subject to university disciplinary procedures.

Forms of academic dishonesty:
1. Cheating: deception in which a student misrepresents that he/she has mastered information on an academic exercise that he/she has not mastered; giving or receiving aid unauthorized by the instructor on assignments or examinations.

2. Academic misconduct: tampering with grades or taking part in obtaining or distributing any part of a scheduled test.

3. Fabrication: use of invented information or falsified research.

4. Plagiarism: unacknowledged quotation and/or paraphrase of someone else's words, ideas, or data as one's own in work submitted for credit. Failure to identify information or essays from the Internet and submitting them as one's own work also constitutes plagiarism.

Nonacademic misconduct (See Student Handbook)
The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires campus conditions that do not impede their exercise. Campus behavior that interferes with either (1) the instructor's ability to conduct the class, (2) the inability of other students to profit from the instructional program, or (3) campus behavior that interferes with the rights of others will not be tolerated. An individual engaging in such disruptive behavior may be subject to disciplinary action. Such incidents will be adjudicated by the Dean of Students under nonacademic procedures.

Sexual misconduct (See Student Handbook):
Sexual harassment of students and employers at Prairie View A&M University is unacceptable and will not be tolerated. Any member of the university community violating this policy will be subject to disciplinary action.

Attendance Policy:
Prairie View A&M University requires regular class attendance. Excessive absences or tardiness will result in lowered grades. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F". Absences are accumulated beginning with the first day of class.

Student Academic Appeals Process
Authority and responsibility for assigning grades to students rests with the faculty. However, in those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by the procedure listed in the Undergraduate Catalog and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint.
Technical Considerations for Online and Web-Assist Courses

Minimum Hardware and Software Requirements:
    -Pentium with Windows XP or PowerMac with OS 9
    -56K modem or network access

-Internet provider with SLIP or PPP
-8X or greater CD-ROM
-64MB RAM
-Hard drive with 40MB available space
-15" monitor, 800x600, color or 16 bits
-Sound card w/speakers
-Microphone and recording software
-Keyboard & mouse
-Netscape Communicator ver. 4.61 or Microsoft Internet Explorer ver. 5.0 /plug-ins
-Participants should have a basic proficiency of the following computer skills:
  ·Sending and receiving email
  ·A working knowledge of the Internet
  ·Proficiency in Microsoft Word
  ·Proficiency in the Acrobat PDF Reader
  ·Basic knowledge of Windows or Mac O.S.

Netiquette (online etiquette): students are expected to participate in all discussions and virtual classroom chats when directed to do so. Students are to be respectful and courteous to others in the discussions. Foul or abusive language will not be tolerated. When referring to information from books, websites or articles, please use APA standards to reference sources.

Technical Support: Students should call the Prairie View A&M University Helpdesk at 936-261-2525 for technical issues with accessing your online course. The helpdesk is available 24 hours a day/7 days a week. For other technical questions regarding your online course, call the Office of Distance Learning at 936-261-3290 or 936-261-3282

Communication Expectations and Standards:
All emails or discussion postings will receive a response from the instructor within 48 hours.

You can send email anytime that is convenient to you, but I check my email messages continuously during the day throughout the work-week (Monday through Friday). I will respond to email messages during the work-week by the close of business (5:00 pm) on the day following ***my receipt*** of them. Emails that I receive on Friday will be responded to by the close of business on the following Monday.

Submission of Assignments:
Assignments, Papers, Exercises, and Projects will distributed and submitted through your online course. Directions for accessing your online course will be provided. Additional assistance can be obtained from the Office of Distance Learning.

Discussion Requirement:
Because this is an online course, there will be no required face to face meetings on campus. However, we will participate in conversations about the readings, lectures, materials, and other aspects of the course in a true seminar fashion. We will accomplish this by use of the discussion board.

Students are required to log-on to the course website often to participate in discussion. It is strongly advised that you check the discussion area daily to keep abreast of discussions. When a topic is posted, everyone is required to participate. The exact use of discussion will be determined by the instructor.

It is strongly suggested that students type their discussion postings in a word processing application and save it to their PC or a removable drive before posting to the discussion board. This is important for two

reasons: 1) If for some reason your discussion responses are lost in your online course, you will have another copy; 2) Grammatical errors can be greatly minimized by the use of the spell-and-grammar check functions in word processing applications. Once the post(s) have been typed and corrected in the word processing application, it should be copied and pasted to the discussion board.

E-FOLD-P (Conceptual Framework)
(Educator As Facilitator For Diverse Populations)

- **To prepare beginning administrators as problem solvers, critical thinkers, and decision-makers.**
- **To prepare beginning administrators as facilitators of teacher and student growth and development through understanding of leadership dimensions.**
- **To provide beginning administrators with an awareness of human diversity and the importance of effective community and parental involvement.**
- **To prepare beginning administrators to be reflective and continual learners with knowledge and value of self-appraisal techniques and goal setting for a strong personal commitment.**
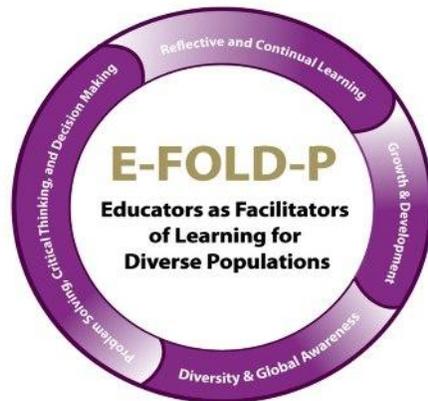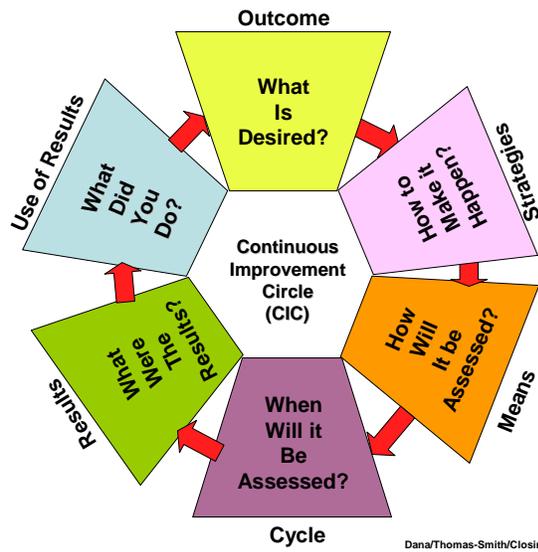

TRUEOUTCOMES

True Outcomes is a tool that Prairie View A&M University uses for assessment purposes. At least one of your assignments will be considered an "artifact" (an item of coursework that serves as evidence that course objectives are met) and will be loaded into both ECourses and TrueOutcomes. The assignment(s) to be used as TrueOutcomes artifacts will be identified by your instructor.

Students are required to complete an electronic portfolio (e-portfolio) in order to complete their program. This document can be used for future employment and/or educational endeavors. More information will be provided during the semester, but for general information, you can visit the TrueOutcomes web site at: www.trueoutcomes.net."

Quality Without Compromise
Closing the Loop
The Six Question Model at Prairie View A&M University

Outcome

What Is Desired?

Use of Results

What Did You Do?

How to Make it Happen?

Strategies

Continuous Improvement Circle (CIC)

How Will It be Assessed?

Means

What Were The Results?

Results

When Will it Be Assessed?

Cycle

Dana/Thomas-Smith/Closing the Loop Six Question Model/landscape

Sign-up sheet

Cultural Ecology

Deficit Model Theory

Critical Race Theory

Socio-Cultural Theory include Vygotsky

Stages of Cultural Identity

The functionalist theory

Learning styles (field Sensitive/field independent, global/analytical)

The conflict theory

The symbolic interactions theory

Cultural Proficiency Model

Cultural Capital

Critical Race Theory (2)

Social Capital

Pretest

Please answer the below questions
\

Name _____

Date_____

Semester_____Cohort_____

1) _____focuses on the ways that universal education serves the needs of society. They first see education in its manifest role: conveying basic knowledge and skills to the next generation.

2) _____sees the purpose of education as maintaining social inequality and preserving the power of those who dominate society. They see the educational system as perpetuating the status quo by dulling the lower classes into being obedient workers.

3)   The researchers found that when the teachers expected a particular performance or growth, it occurred. This phenomenon, where a false assumption actually occurs because someone predicted it, is called a **self-fulfilling prophesy or** _____

4)_____suggests there are two type of forces that influence a minorities attitudes and beliefs. The nature of the history and exploitation experienced by the minority (Ogbu and Simon, 1998), which includes the nature in which a group is initially acculturated into the dominant society. The nature of the adaptive response to discriminatory treatment that minorities experience.

5) _____The assumption that some students because of genetic, cultural, or experiential differences, are inferior to other children.

6) _____Builds on strengths of students and focuses on high expectations for all learners, and believes that resilient children "bounce back" and succeed despite the odds against them.

7) _____ is a concept to where individuals conceptually place responsibility, choice, and control for events in their lives.

8)_____Likes to work with others to achieve a common goal. Likes to assist others, is sensitive to the feelings of others; is attentive to social environment.

9) _____Prefers to work independently. Likes to compete and gain individual recognition, is task oriented, inattentive to social environment when working.

10)_____in which a teacher "values the students' background knowledge, culture, and life experiences and creates contexts in which power is shared by students and teachers.

Prairie View A&M University
Whitlowe R. Green College of Education
Department of Education Leadership and Counseling

Please read, sign and date this form. Thank you in advance for your cooperation.

I have received a copy of the syllabus for this course and I understand that I am responsible for knowing and following the information contained herein.

_____
Please print your name legibly.

_____
Signature   Date

Cohort _____

Please complete the following information sheet (print)

Name:_____

Course:_____

Date:_____

Where do you currently work? _____

Job Title:_____

Home phone #_____

Mobile # _____

E-mail _____

Why are you taking this
course?_____
_____
_____

What grade do you expect to make in this course? _____

Professionally where do you see yourself working in five years?
_____
_____
_____

Where do you see yourself working in the next ten years?
_____
_____
_____