EDL 717: Innovative Approaches Leading to Administering a Diverse Culture
William Carey University
School of Education
Course Syllabus – Online

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Office Hours: Tu/Th 9.00 a.m. to 2.00 p.m., or by other appointment
Fairchild Hall, Room 107

WCU Theme: “Going the Extra Mile” Matt. 5:41
Vision: “Confident, Caring, and Reflective Professional Educators”

The School of Education serves to prepare confident, caring, and reflective educators within a Christian environment, from a liberal arts curriculum for both pre-service educators as well as advanced preparation for inservice educators.

** The purchase and activation of a TK20 account is a requirement for any student taking Education courses at William Carey University. Uploading one or more assignments in this course is a requirement of this Education course. The neglect to upload the required assignment to your TK20 by the specified deadline will result in receiving an “I” (incomplete) or a grade of an “F” for this course at your instructors’ discretion. If they
choose to give you an “I”, you will then have one term to complete the upload to receive a reduced grade, preventing the “I” from turning to an “F” automatically. If you have questions about what TK20 is or how to purchase your account, contact your TK20 Administrator at tk20@wmcarey.edu.

Catalog Description:
(Three hours) This course emphasizes the visionary leadership role of the principal as an instructional leader, one who can thoughtfully and strategically provide direction in understanding students from diverse and cultural backgrounds and developing positive learning environments in which they can progress.

Course Content: Candidates are exposed to current strategies of collecting data about various cultures and ethnicities and incorporating the information into curricular planning, communicating with parents, school celebrations of diversity and cultures, and community outreach.

Required Textbook:

Learning Outcomes - Candidates will:

1. Understand and identify differences in approaches to learning, performance, and assessment that are needed for students of varying ethnicities, races, genders, and cultures.
2. Identify the various different learning styles that students of varying cultures and diversity may need.
3. Demonstrate understanding of how student learning may be influenced by individual experiences, talents, disabilities, gender, language, culture, family, and community values.
4. Identify available resources within the classroom, school, and community that will enhance the knowledge of cultural norms and differences by all participants in order to promote a culturally safe school environment.
5. Establish school and classroom rules and routines that are sensitive to cultural issues.
6. Identify the sensitivity training needs of faculty and staff with regard to culture and diversity and provide training.
7. Identify methods to incorporate diversity into the school’s curriculum, mission statement, school website, student handbook, and parent center, and all aspects of school life that involves students, parents, and faculty, to ensure that school is a nurturing and safe learning environment.
8. Design a comprehensive professional development plan for school faculty on the topic of Integrating Diversity into the School Curriculum. Include mission statement, faculty diversity survey, training materials, assessment, and timeline.

**REQUIREMENTS:**

**Performance Assessments**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>ISLLC</th>
<th>CAEP</th>
<th>WCU/CF</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Interview a local principal to collect data about student demographics, diversity, and</td>
<td>1D, 4A</td>
<td>1.1, 4.4</td>
<td>1, 2, 4, 5, 6</td>
</tr>
</tbody>
</table>

Leading to Administrating a Diverse Culture
cultures present at the school. Summarize your findings.

2. Conduct a diversity scavenger hunt by searching through the school curriculum, student handbook, discipline, sample lesson plan, parent center, school website, to locate inclusion of diversity. Summarize the findings and reflection.

<table>
<thead>
<tr>
<th>1A, 2B, 1.2, 1,2,4,6</th>
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<tbody>
<tr>
<td>3A, 3B, 3.2,</td>
</tr>
<tr>
<td>1A, 1F, 1.1, 1.1, 1,2,4,6</td>
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</tbody>
</table>
survey for faculty. Administer the survey to the faculty at your school or district wide. Analyze and summarize the data into a two page report.

<table>
<thead>
<tr>
<th>6. Chapter Assignments. Complete assignments for Chapters 1, 2, 3, 5, 8, and 10, as posted in the CANVAS dropbox. Topics covered in the chapter assignments include culture, diversity, leadership styles, team management, and professional development planning.</th>
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<tbody>
<tr>
<td>7. Develop a comprehensive professional development plan that includes a minimum of 20 hours of faculty training on Integrating Diversity into the School Curriculum.</td>
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</table>

### Assignments:

1. **Principal Interview.** Interview a local principal to collect data about student demographics, diversity, and cultures present at the school. Questions for the principal interview are provided in dropbox. Report the results of the interview in a 1-2 page report. Submit to dropbox. **20 points.**

2. **Scavenger Hunt.** Conduct a diversity scavenger hunt by searching through the school curriculum, student handbook,
discipline plan, sample lesson plan, parent center, school website, to locate evidence of inclusion of diversity. Summarize the findings and provide a reflection of each finding. **30 points.**

3. **Collect Student Demographic Information.** Collect student demographic from the school where you are employed. The data should include race, gender, ethnicity, and other data you feel important in addressing adversity. Provide the data in chart form and provide a one-page summary of the information collected and your personal reflection of how the data may impact the professional development plan. **20 points.**

4. **Online Discussions.** Complete three online discussion activities on the topic of diversity. Each is found on the CANVAS discussion tab with instructions. **15 points each; total of 45 points.**

5. **Teacher Cultural Sensitivity Survey.** Develop a cultural sensitivity survey for faculty, using Survey Monkey. Administer the survey to the faculty at a school or district of your choice (preferably the school that you will use for the final project). Analyze and summarize the data into a 2-3 page report, using narrative and graphs. Include all statistics. In addition to the survey questions, please collect data about the faculty members taking the survey (such as age, race, gender, years experience, degree, level of teaching). Students may create a personalized survey or select a survey from internet sources. Be sure to give credit to the creator of the survey. Between 5-10 questions should be designed for the survey. Remember: you will need this information to aid in designing the professional development plan later in the course. **40 points.**
6. **Chapter Assignments.** Complete assignments for Chapters 1, 2, 3, 5, 8, and 10, as posted in the CANVAS dropbox. Topics covered in the chapter assignments include culture, diversity, leadership styles, team management, and professional development planning. **10 points each, total of 60.**

7. **Professional Development Plan (ISLLC Standards 1 and 4).** Develop a professional development plan for the purpose of training faculty on the inclusion of diversity into curricular planning, course presentation, and parent outreach. The plan should include the following components.
   
   a. Information already collected on diversity among students and faculty (demographics), such as race, gender, ethnicity, etc.
      
   a. Collecting and using data based on surveys, observations, and instructional data and needs assessments of students, staff, and faculty in the assigned school or district.
      
   b. Analyzing the collected data to assess organizational effectiveness.
      
   c. Utilize the data collected to develop a comprehensive professional development plan for one school year; 20 hours of training. The training may be divided into two days of 8 hours each, plus two days of 2 hours each, to be conducted over a school year. Include a vision/mission statement, goals, objectives, specific presentations (seminars, powerpoints, handouts, speakers, resources, input from students and parents, implementation steps, timeline).
      
   c. Identify accurate, realistic and reflective goals and objectives, tied to Common Core Standards, to build the
foundation for the comprehensive professional development plan to promote organizational learning.

d. Integrate the needs of diverse (race, gender, ethnicity, culture, religion, etc.) populations in the school community into the comprehensive professional development plan.

e. Provide the information in the form of a detailed outline, such as you would actually utilize as an agenda for the training dates.

f. Provide a list of references used in the development of the plan.

This will be the culminating project for the course and for Tk20. 70 points.

**Grading:**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Grade</th>
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<tbody>
<tr>
<td>100-93%</td>
<td>A</td>
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<tr>
<td>92-85%</td>
<td>B</td>
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<tr>
<td>84-75%</td>
<td>C</td>
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<tr>
<td>74 and below</td>
<td>F</td>
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Late assignments will be graded as time permits.

Reduced grades will be given for assignments turned in late. No assignments are accepted beyond a week late.

Plagiarized assignments CANNOT be redone. Plagiarism results in an F in the course.

**ATTENDANCE:**
Failure to submit an assignment results in being counted as absent. Only one absence is allowed without affecting the final grade. Two absences (or failure to submit assignments on time) results in receiving a grade no higher than a B.

**Academic Integrity:**
William Carey University seeks to create an environment that encourages continued growth of moral and ethical values, which include personal honesty and mutual trust. The college places the highest value on academic integrity and regards any act of academic dishonesty as a serious offense. Academic dishonesty considered unethical and in violation of William Carey University’s academic standards and Christian commitment. If such an incident occurs, students, faculty, and/or staff are obligated to initiate appropriate action. Depending upon the seriousness of the offense sanctions could include failure of the assignment, failure of the course, and could lead to suspension or dismissal from the university. A full explanation of the procedures for responding to instances of academic dishonesty is contained in the University’s Policies and Procedures manual and in the student handbook, *The Red Book*, pp. 125-128.

If you need additional help.
http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php

**PLAGIARISM:**
If you need additional information on the concept of plagiarism read the section on plagiarism in the APA Manual on pages 15-16, 170. If you have any questions about plagiarism after reading
this section you need to talk with the instructor. If you do not talk with the instructor, it will be assumed you understand the definition of plagiarism. Plagiarism will not be tolerated and will result in the student receiving a final grade of F.

Disabilities Statement:
Students with disabilities, who are protected by the Americans with Disabilities Act of 1990 and require special accommodations, should contact Mrs. Valerie Bridgeforth at 601-318-6188. Mrs. Bridgeforth is located in the Student Services Office in Lawrence Hall.

Catastrophic Event Plan
In the event of closure or cancellations due to natural disaster or other emergency causes, general information will be forwarded to local media, posted on the WCU website http://wmcarey.edu, and sent via automated process to your WCU student email address. Specific information regarding the continuation of coursework will be posted on the university’s course management system at https://elearning.wmcarey.edu. For up-to-the-minute alerts regarding emergency situations, sign up to receive notifications through Sader Watch, the WCU emergency text message service. Sign up instructions can be found under current students on the WCU homepage.

SEXUAL MISCONDUCT STATEMENT
It is the policy of William Carey University to comply with all federal and state laws governing sexual misconduct. Further, William Carey University reaffirms its principle, as well as Title IX of the Education Amendments Act of 1972, that all students have a right to be free from sexual discrimination in the form of
sexual harassment and sexual violence. Students are referred to the Student Handbook, The Translation (The Red Book), for policy statements regarding sexual harassment and sexual assault and for procedures for reporting and responding to sexual offenses. The policies and procedures may also be found on the university’s website under Campus Life – Security. http://wmcarey.edu/sexual-misconduct

Websites

www.culturalsurvival.org
www.africanhistory.about.com
www.cultureorientation.net
www.geocities.com/cultures
www.fortunecity.com
www.equalitytoday.org
www.fair.org
www.convergingpaths.com
www.diversityweb.org

TENTATIVE COURSE CALENDAR
DUE DATES
EDL 717 WINTER 2014-15

<table>
<thead>
<tr>
<th>ASSIGNMENT</th>
<th>DUE DATE</th>
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<tbody>
<tr>
<td>Chapter 1 Assignment in dropbox</td>
<td>January 18</td>
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<tr>
<td>Chapter 2 Assignment in dropbox</td>
<td></td>
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<tr>
<td>Discussion #1 on discussion board</td>
<td></td>
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<tr>
<td>Principal Interview in dropbox</td>
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<tr>
<td>Chapter 3 Assignment in dropbox</td>
<td>January 25</td>
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<tr>
<td>Chapter 5 Assignment in dropbox</td>
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<tr>
<td>Teacher Cultural Sensitivity Survey in dropbox</td>
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### ADDITIONAL REFERENCES


The School of Education’s Assessment System is founded on five missions and their outcomes: William Carey University (WCU) Expanded Statement of Mission, School of Education’s Conceptual Framework (CF) and Outcomes, School of Education’s Education Goals (EG), Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Learned Society (SPA) Standards. All course objectives and key assessments are aligned to these five missions and their outcomes.

<table>
<thead>
<tr>
<th>Mission</th>
<th>Outcome</th>
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<tbody>
<tr>
<td><strong>William Carey University Expanded Statement of Mission</strong></td>
<td>WCU 1- Provide academic programs to promote student learning. WCU 2- Promote Christian development and social responsibility. WCU 3- Strengthen ties with Baptist churches, associations, and conventions. WCU 4- Provide an environment that supports student learning. WCU 5- Strengthen organizational and operational effectiveness. WCU 6- Strengthen financial resources.</td>
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<tr>
<td><strong>School of Education Conceptual Framework and Outcomes</strong></td>
<td>CF- Confident, Caring, and Reflective Professional Educators CF 1- An innovative thinker CF 2- An effective communicator CF 3- An advocate for diverse learners CF 4- An integrator of technology CF 5- A life-long learner CF 6- A steward of the profession</td>
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<tr>
<td><strong>School of Education Goals</strong></td>
<td>EG 1- Apply current research and technology related to the teaching-learning-assessment process. EG 2- Respond sensitively to individual differences and diversity. EG 3- Understand and anticipate the needs of a global society. EG 4- Plan and implement learning experiences that support the highest level of student potential. EG 5- Continue to reflect, refine, and revise professional practices. EG 6- Collaborate with others to promote learning.</td>
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<tr>
<td><strong>Interstate Teacher Assessment and Support Consortium (InTASC) Standards</strong></td>
<td>1- Learner Development 2- Learner Differences 3- Learning Environment 4- Content Knowledge 5- Application of Content 6- Assessment 7- Planning for Instruction 8- Instructional Strategies 9- Professional Learning and Ethical Practice 10- Leadership and Collaboration</td>
</tr>
<tr>
<td><strong>Learned Societies (SPA)</strong></td>
<td>Association of Childhood Education International (ACEI) Council for Exceptional Children (CEC) Educational Leadership Constituency Council (ELCC) National Association for Sport and Physical Education (NASPE)</td>
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<tr>
<td>Professional dispositions</td>
<td>All WCU candidates will:</td>
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<tr>
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<td>1. Exhibit professional behaviors that indicate all students can learn and are a vital part of the learning environment;</td>
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<td>2. Collaborate and seek to create positive relationships with all stakeholders to improve the learning environment;</td>
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<td>3. Exhibit an awareness of all students’ needs;</td>
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<td>4. Exhibit poise, mature reflection, and sound judgment;</td>
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<td>5. Engage in ongoing reflection, self-evaluation, and improvement in the profession; and</td>
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<td></td>
<td>6. Act as a steward of the profession.</td>
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National Association for the Gifted Child (NAGC)
National Council for Social Studies (NCSS)
National Council for Teachers of English (NCTE)
National Council for Teachers of Mathematics (NCTM)
National Science Teachers Association (NSTA)