CityUniversity
of Seattle

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
EEA 509: Leadership for Diverse Learners

3 Credits

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course explores the dynamics of difference in educational settings and implications for school leadership. Topics include culture, cultural competence, cultural proficiency, equity, worldview, and leadership that is ethical, moral, and transformational.   Candidates build cultural competence as well as deepen self-awareness regarding worldview and its impact on school leadership.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course Reading List. The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged "Purchase from a vendor of your choosing." Required resources with a direct link, "Available through CityU Library", are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged "Purchase from the Canadian Bookstore." Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

COURSE OUTCOMES

In this course, learners:
- Develop an understanding of cultural competence in professional practice
- Examine one's worldview and its implications for working with diverse learners, families, and staff in schools

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- asset vs deficit model
- cultural competence
- cultural proficiency
- culture
- diversity: age, generation, family; race, ethnicity, national origin; language, gender, social class; sexual orientation, faith, and ableness
- equity

- opportunity gap vs achievement gap
- oppression and privilege
- worldview and bias

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

Overview of Required Assignments	% of Final Grade
Worldview Paper	20%
Equity Exploration Project	20%
Cultural Research Profiles	20%
Cultural Competence Growth Plan	20%
Instructor Determined Assignments	20%
TOTAL	**100%**

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Worldview Paper

For this paper, the candidate provides a personal statement of worldview and a reflection. The candidate describes family of origin, identifies personal cultural "roots," and discusses assumptions that others might make or have made about her/his cultural background. Then, the candidate reflects on how worldview and personal biases influence interpersonal and/or working relationships and impact the ability to serve staff, students and families as a school leader.

The personal statement of worldview includes: (a) family of origin, cultural aspects including "roots," biases stemming from childhood, youth, and early adult years; (b) values and beliefs as shaped by family of origin, community, religion, lifestyle, immigration/generation, and socioeconomic status; and (c) changes in worldview over time. The reflection includes: (1) assumptions that others might make or have made about her/his cultural background, (2) how worldview and personal biases influence interpersonal and/or working relationships and productivity, and (3) worldview impacts the ability to serve staff, students and families as a school leader.

The worldview paper is 5-8 pages, follows APA formatting and writing conventions, except that voice may be first person.

Components	% of Grade
Content	40%
Organization	40%
Conventions	20%
TOTAL	**100%**

Equity Exploration Project

The equity exploration project includes a matrix, paper, and presentation. Candidates research the dynamics of difference in an educational setting. Using data from the research, candidates create a matrix (graphic organizer) summary of the data in a format useful to a school leader. In the paper, candidates analyze data regarding school demographics, students' needs, school programs and services, in order to discuss representation, gaps, and disparities. The presentation focuses on a subset of the matrix data and implications for leadership in school improvement.

The matrix is a minimum of one page providing a visual overview of a school's dynamics of difference, e.g., age, generation, family, race, ethnicity, national origin, language, gender, social class, sexual orientation, faith, ableness, student learning, proxies for these differences such as free and reduced lunch, ELL, and other data such as attendance, dropout, retention/graduation, college-going, test scores and grades. Observe confidentiality and privacy standards. Include at least five (5) data sets. Disaggregate one subset for the presentation. Examples of disaggregation include the AYP report; the home languages of students, and the characteristics of students by the ELL program; a cultural breakdown of the Asian and Pacific/Islander students (Vietnamese, Chinese, Samoan, etc.) and their grades or test performance; the numbers and service levels of students with special needs and 504 plans, etc.

The paper analyzes and synthesizes data in the matrix in order to discuss school strengths and assets, areas of concern, and questions for follow-up related to equity and school improvement. Examples of questions for follow up might be, "Why are there no y's? " "How do/how well do we serve these students and their families?" "How similar are the backgrounds of staff to the backgrounds of the students and families that are served by the school?" That is, when one becomes the leader of a school or other educational unit, what does one want to learn about the culture and dynamics of difference and why? The paper is 3-5 pages following APA formatting and writing conventions.

The instructor provides direction for the presentation that may involve a multimedia presentation, an oral presentation, a discussion board thread, or other web-based format.

Components	% of Grade
Content	40%
Research	30%
Presentation	20%
Integration	10%
TOTAL	**100%**

Cultural Research Profiles

A profile is a 1-2 page handout describing a cultural group in a format that is useful to educational leaders. The candidate selects a cultural group to become more informed about, conducts the research, and selects the information to be shared. For purposes of this assignment, a cultural group is perceived as sharing norms and folkways, e.g., an LGBT club, Muslim students and their families, immigrant Chinese students and their families, migrant students and their families, the parents of special needs students, the Deaf community. Candidates' research may include visits to the cultural group's community events, churches, service agencies and organizations; interviews of group leaders or members; review of the group's communication patterns/media, as well as consideration of community, scholarly, professional, and internet resources. The profile includes specific information about the cultural group such as common heritage, group accomplishments, leadership, a list of community agencies that specialize in services to the group and/or advocate for the group; and attaches references. Profiles and references are

shared with classmates as directed by the instructor.

Components	% of Grade
Profile Content	60%
Research and References	30%
Organization and Conventions	10%
TOTAL	**100%**

Cultural Competence Growth Plan

The cultural competence growth plan includes self-reflection and future actions. The candidate reflects on his/her worldview, cultural competence and/or proficiency. Future actions consist of personal short and long range goals for building capacity in cultural competence and/or proficiency. Through the plan, the candidate answers the question, "What do I need to know and be able to do to learn about cultural groups and dynamics of difference in order to effectively serve as a school leader?"

The growth plan is a paper that is no more than 5 pages, follows APA formatting and writing conventions, but may be written in first person.

Components	% of Grade
Content	60%
Organization	30%
Conventions	10%
TOTAL	**100%**

Instructor Determined Assignments

The instructor provides a rubric for these assignments.

Components	% of Grade
TOTAL	**100%**

COURSE POLICIES

Instructors add detail to course policies at their discretion but honor the following agreements set by the program.

Late Assignments

On-time completion and turn-in of assignments is the expectation, so plan your work accordingly and communicate with the instructor when you anticipate you cannot meet due dates. Late work will receive an automatic deduction and/or revised due date, determined by the instructor on a case-by-case basis.

Participation

Whether in class, online, or in a mixed mode setting, students will be graded on their participation in discussions; their ability to present, explain, or defend alternative viewpoints; and the degree to which they have mastered the concepts and principles inherent in the study of educational leadership. Written

work will be assessed not only on relevance to the subject presented, but also on adherence to good written form and professional presentation.

Professional Writing

Follow the APA style guide for written work, unless specified differently by the instructor, including crediting authors, using unbiased language, and details of APA style. Assignments require Standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. Word process and proofread your work. We strongly recommend that you have assignments reviewed by a competent writer for quality of content, clarity of expression, correctness of language convention, and required form prior to submission to the instructor. Exceptions may be made by the instructor.

End of Course Evaluation (EOCE)

EOCEs are a university-wide assessment practice. The goal is 100% participation in all courses regardless of delivery mode. During the week before, week of, or week after the end of a course, you will be prompted through Blackboard to complete a standard survey. If you miss or dismiss the pop-up request, you can access the survey through your Student Portal Page>Academic Affairs>Student Resources. Student feedback provides program administrators and faculty with data that inform course development, faculty development, and program change. Please participate actively in a process of continuous improvement by completing the EOCE for this course! Thank you.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the University Catalog that is linked from the CityU Web site.

Antidiscrimination
City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Misconduct

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit https://my.cityu.edu/titleix or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at https://www.cityu.edu/discover-cityu/about-cityu/ under the Policies section or at https://www.cityuniversity.ca/about/.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled Academic Integrity Policy under Student Rights & Responsibilities.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the University Catalog in the section titled Attendance under Student Rights & Responsibilities.

Final Assignments Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.2369.4752 or visit the Disability Support Services page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.