

Syllabus

SCHOOL OF EDUCATION AND LEADERSHIP
LDRD 607: Cultural Competence in a Diverse
Society

3 Credits
Effective 1/1/2016

Access to the Internet is required.

All written assignments must be in Microsoft-Word-compatible formats.

See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name:

Contact Information:

COURSE DESCRIPTION

This course examines cultural diversity and its impact on people and organizations. Emphasis is placed on developing cultural competency, sensitivity, and awareness of differences and diversity. Students will analyze the opportunities and strategies of promoting diversity as an asset and resource in organizations.

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.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

- Diverse and global perspectives

COURSE OUTCOMES

In this course, learners:

- Assess personal cultural intelligence
- Develop cultural competence, sensitivity, and awareness of differences and diversity
- Evaluate opportunities and strategies to promote diversity in organizations

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:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Cultural Intelligence Assessment Analysis and Summary	30%
Cultural Intelligence (CQ) Synthesis and Development Plan	25%
Evaluation and Recommendations for Increasing Organizational CQ	25%
Instructor Determined Assignments	20%
TOTAL	100%

SPECIFICS OF THE COURSE ASSIGNMENTS

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

Cultural Intelligence Assessment Analysis and Summary

Students will assess their personal cultural intelligence (CQ) following the instructions found in the Blackboard course shell.

Students will analyze and summarize their personal CQ with a description of the comparative ratings for each of the four CQ capabilities (Drive, Knowledge, Strategy, and Action), a section that connects current CQ literature with the assessment findings, and discussion of a situation that is better informed through the results of this assessment and research review. The summary will include:

- (a) an introduction;
- (b) a description of the results for each of the four capabilities;
- (c) a section that connects current CQ literature with the assessment findings;
- (d) a section that articulates the connections between assessment, research and a specific professional or personal situation; and
- (e) a conclusion.

The cultural intelligence assessment analysis and summary should be 4-6 pages (1400-2100 words), double-spaced, 12 pt. Times New Roman font. APA writing conventions should be followed and a minimum of four (4) peer-reviewed, scholarly resources should be included (at least one resource for each capability). Note: As portions of this paper pertain to personal reflection, the student has the option of writing in first-person (using pronouns: I, we, us, them, etc.) or third-person, but do not switch back and forth.

Components	% of Grade
Reflection on Four Capabilities	30%
Integration of Scholarly Research	20%
Connections between Assessment, Research, and a Specific Situation	20%
References and APA	10%
Writing and Organization	20%
TOTAL	100%

Cultural Intelligence (CQ) Synthesis and Development Plan

Students will integrate and combine ideas from scholarly literature and a personal CQ assessment to develop a new plan for ongoing personal CQ development. The Cultural Intelligence CQ Synthesis and Development Plan will discuss specific actions to improve ratings in four categories: Drive, Knowledge, Strategy, and Action.

The Cultural Intelligence (CQ) Synthesis and Development Plan should include five parts: (a) an introduction; (b) a brief summary of personal cultural intelligence assessment results (without copying and pasting from first assignment); (c) a cultural intelligence development plan for how development will be achieved (in a table format, with specific actions and timelines); (d) a discussion, that synthesizes current scholarly research with personal CQ assessment results to defend why these strategies were selected, and how they will enable achievement of goals; and (e) a conclusion. The personalized cultural intelligence development plan should be 6-8 pages (2100-2800 words), double-spaced, 12 pt. Times New Roman font. APA writing conventions should be followed and a minimum of eight (8) peer-reviewed, scholarly resources should be included. Note: As portions of this paper pertain to personal reflection, the student has the option of writing in first-person (using pronouns: I, we, us, them, etc.) or third-person, but do not switch back and forth.

Components	% of Grade
Cultural Intelligence Growth Plan	30%
Synthesis of Scholarly Research with CQ Assessment to Defend Selected Strategies	30%
Writing and Organization	20%
References and APA	10%
Personal Cultural Intelligence Assessment Results	10%
TOTAL	100%

Evaluation and Recommendations for Increasing Organizational CQ

Students will evaluate an organization and CQ-increasing strategies to formulate and provide recommendations for increasing CQ in an organization. The document should include: (a) an introduction; (b) the case for incorporation of culturally diverse stakeholders' perspectives; (c) an analysis of the present state of CQ within the organization including its CQ-related challenges (Organizational Analysis); (d) an evaluation of multiple strategies for increasing organizational CQ and recommendations based on this evaluation that will help to enrich the organizations CQ; and (e) a conclusion.

The Evaluation and Recommendations for Increasing Organizational CQ paper will be 5-8 pages (1750- 2800 words), double-spaced, 12 pt. Times New Roman font. APA writing conventions should be followed and will incorporate the work of at least five (5) scholarly sources.

Note: This assignment is designed to give students an opportunity to demonstrate proficiency in the following areas:

City University Learning Goal 5 - Diverse and Global Perspectives
 Program Outcome 6 - Evaluate a complex organization and its ability to use global and diverse perspectives to serve a variety of stakeholders.

<i>Components</i>	<i>% of Grade</i>
Organizational Analysis	30%
Evaluation of CQ-increasing Strategies and Recommendations	30%
The Case for Increasing Organizational CQ	10%
Writing and Organization	20%
References and APA	10%
TOTAL	100%

Formative Assessments

Class participation through formative assessments is an integral part of this course. Formative assessments can be journals, papers, activities, quizzes, discussions, wikis, or other activities determined by the course manager and instructor. Each formative assessment includes its own rubric and/or due date as outlined within the activity to balance participation and enhance learning. Whether in class, online, or in a mixed mode setting, students will be graded on 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 leadership. Written work is assessed on relevance to the subject presented, adherence to writing mechanics and organization, and professional presentation.

<i>Components</i>	<i>% of Grade</i>
Use of Course Concepts	100%
TOTAL	100%

COURSE POLICIES

Late Assignments

Students are required to submit all assignments by the due dates stated in the course schedule. A late assignment is one that is submitted after the due date or after any extension has expired. If circumstances prevent a student from meeting the due date, the student needs to contact the instructor and request an extension at least 48 hours prior to the date the assignment is due.

Emergency situations will be considered on a case-by-case basis.
 Being busy, pressured with outside work, technical issues, or having competing academic

commitments are not valid reasons to grant extensions. A student who receives an extension in advance of the due date and abides by the agreement with the instructor is not subject to late penalties.

Without prior arrangement with the instructor, students who submit assignments late will receive a 5% deduction in grade each day or part of the day that the assignment is late up to a maximum of 25% off. Coursework received after 10 days will not be graded and will receive a zero grade, unless prior arrangements have been made.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

Participation

Participation is determined through your active engagement in classroom activities each week. This can be measured through your discussion board posts or by submitting an assignment when due.

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.