COURSE TITLE: Pluralistic Communities

COURSE NUMBER: EDD 7101

CREDITS: 3 Credits

MINIMUM TIME REQUIREMENTS (in clock hours):

<table>
<thead>
<tr>
<th>Teacher Led Instruction</th>
<th>SEA</th>
<th>Fieldwork/Clinical</th>
<th>Lab</th>
<th>External Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>5</td>
<td>0</td>
<td>0</td>
<td>60-90</td>
</tr>
</tbody>
</table>

COURSE DESCRIPTION:
The purpose of this course is to provide an historical and philosophical overview of policy issues in leadership. Premise: Insights into contemporary learning communities can be obtained by examining their antecedents. Particular emphasis is placed on issues of: 1) Governance - Who influences learning organizations and how? 2) Equity and democracy in learning organizations - How have learning organizations responded to diversity? 3) The individual moral and ethical reasons for becoming a leader - Who should be our leaders?

Doctor of Education Program Attributes

The manner in which we prepare educational personnel is informed by eight essential attributes: (1) Ensuring that programs are knowledge-based: (2) viewing educational personnel as learners, including a focus on deconstructing past experiences as learners in coursework and field experiences and developing appropriate knowledge of the content and discourse of the disciplines to be taught; (3) contextual and cultural sensitivity; (4) enabling authentic participation, collegiality and collaboration; (5) facilitating inquiry and reflection, i.e. providing structured opportunities for critical reflection on and taking action in one’s daily work; (6) building an ongoing developmental program that allows for continuous improvement, experimentation, and professional growth; (7) ensuring that programs are standards-driven; and (8) ensuring that programs promote the effective use of technology.

I. PROGRAM ATTRIBUTES, COLLEGE OF EDUCATION and DOCTOR OF EDUCATION

This course is structured to reflect the essential program attributes described in the Division of Education Conceptual Framework. This conceptual framework was developed and adopted by the Division of
Education in 1998, and involved collaborations with University faculty, other institutions of higher education, state agencies, the business/commercial community, and preK-12 partner schools. The framework is driven by the mission of (WU); reflects national standards advocated by ISLLC, INTASC, and NASDTEC; and integrates Delaware (DE) standards for teachers and administrators. The framework document fully explicates each attribute. The complete framework can be accessed at:
http://www.wilmu.edu/education/clinicalstudies/conceptframework.html

II. PROGRAM COMPETENCIES

The effort to craft a model program for school leaders was a project of the Council of Chief State School Officers in partnership with the National Policy Board for Educational Administration. The standards were adopted as Delaware’s School Administrator Standards in 2002, and adopted as WU MED School Leadership Program Competencies during the Spring Semester 2003 and as EDD Educational Leadership Standards in May 2005. The standards have been recently updated and can be accessed at http://www.ccsso.org/publications/details.cfm?PublicationID=365. They are also available on the Doctoral Program Blackboard site.

Candidates for the Ed.D. in Educational Leadership are expected to achieve the following Program Competencies:

| A. The Vision of Learning: | Facilitate the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders. |
| B. The Culture of Teaching and Learning: | Nurture and sustain a school culture and instructional program conducive to student learning and staff professional growth. |
| C. The Management of Learning: | Ensure management of the organization, operations, and resources for a safe, efficient, and effective learning environment. |
| D. Relationships with the Broader Community: | Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources. |
| E. Integrity, Fairness, and Ethics in Learning: | Act with integrity, fairness, and in an ethical manner. |
| F. The Political, Social, Economic, Legal and Cultural Context of Learning: | Understand, respond to, and influence the larger political, social, economic, legal, and cultural context. |
| G. Providing significant opportunities for candidates to synthesize and apply the knowledge, and practice and develop the skills in Competencies 1-6 through substantial, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel. |

Appropriate Standards pertaining to this course are as follows:

**ELCC Standard 4.0:**

An Education (higher education and organization) Leader promotes the success of every student (employee) by collaborating with faculty (management) and community members, responding to diverse community interests and needs, and mobilizing community resources.

**ELCC Standard 5.0:**

An Education Leader promotes the success of every student by acting with integrity, fairness and in an ethical manner.
These standards apply to leadership in any organizational context where continuous improvement and innovation are necessary for organizational life and productivity. In particular, in this course we shall be engaging the following components of the standards.

**Standard 4.0 Function B.** Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.

**Goal 1.** Students will develop an understanding of Pluralistic Communities (PC) in relation to a rapidly changing world.

**Learning Outcome:**
Students will formulate paradigms (orally and in writing) about the major significance of PC in relation to changes that are occurring in population demographics, world socioeconomics, and general educational practices.

**Learning Activities:**
1) Assigned readings, 2) Surveys and discussions, 3) Review of PC literature, 4) Instructor presentations on PC definitions and assumptions, historical milestones, and U.S. immigration.

**Learning Assessment:**
Students will discuss and summarize their understanding of PC in relation to a rapidly changing environment, through individual and group paradigm formulations (orally and in writing).

**Standard 5.0 Function C:** Safeguard the values of democracy, equity and diversity.

**Learning Outcome:** How do we develop, implement and evaluate organizational policies and procedures that support democratic values, equitable practices, and a respect for diversity organization-wide?

**Learning Activities:**
1) Selected readings 2) Videos 3) Text reading 4) Immersion experiences, 5) Instructor presentations and 6) Class discussions on values clarification, prejudice and discrimination, and organizational practices and procedures.
Learning Assessment:
Students will demonstrate an understanding of the relationship among cultural diversity trends, their PC experiences and values, and improved leadership and organizational practices through a written summary of course journaling. In addition students will describe how they will act to influence equitable practices, and illustrate a respect for diversity organization-wide.

**Standard 5.0 Function E:** Promote social justice and ensure that individual student / organizational member needs inform all aspects of schooling.

Learning Outcome:
Students will formulate answers to questions about social justice such as what exactly is meant by “social justice”. How does social justice relate to indoctrination? How do we maintain a “balance” between the rights of one group and the rights of another group? Who is the “keeper” of social justice in the K-12 classroom, in the college classroom, in the workplace? How do leaders maintain standards that provide for a democratic, equitable and diverse education experience?

Learning Activities:
1) Assigned readings, 2) Surveys and discussions, 3) Review of PC literature, 4) Immersion experiences and 5) Instructor presentations on PC definitions and assumptions, historical milestones, and U.S. immigration.

Learning Assessment:
Students will demonstrate an understanding of promoting social justice and ensuring that individual needs inform all aspects of education through a written summary of their journaling.

**Standard 6.0 Function B:** Act to influence local, district, state, and national decisions affecting student / organizational member learning.

Goal 2. Students will examine literature on diversity and reflect upon their own backgrounds and values in relation to cultural pluralism in order to enhance their leadership and promote the success of their students or clients.

Learning Outcome:
Students will read selections on cultural diversity and participate in immersion experiences that will guide the development or refinement of PC leadership practices and teaching-learning strategies.

Learning Activities:
1) Selected readings 2) Videos 3) Text reading 4) Immersion experiences, 5) Instructor presentations and 6) Class discussions on values clarification, prejudice and discrimination, and cultural similarities and differences.

Learning Assessment:
Students will demonstrate an understanding of the relationship among cultural diversity trends, their PC experiences and values, and improved leadership and instructional practices through a written summary of journaling. In addition, students will describe how they could act to influence local, district, state, and/or national decisions affecting student/employee learning.

**Standard 6.0 Function C:** Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

**Goal 3.** Students will obtain a deeper understanding of one or more microcultural groups and ways in which leaders and educators can develop policies, programs, and practices to meet the needs of the group(s).

Learning Outcome:
Students will develop a deeper understanding of the cultural diversity needs and interests in their work environments, their ability to influence the resources and practices necessary to respond to those interests and needs, and ideas that promote leadership and innovation.

Learning Activities:
As a structured external assignment, students will participate in immersion activities. Through participation and observation, students will analyze and evaluate cultural diversity related interests, situations, or needs and suggest implications for their own professional development or their professional work environments via a written report. Students will journal about their experiences and their learning throughout the course culminating in this final written report.

Learning Assessment/Structured External Assignment:
Students will produce a written report that summarizes the environment, content, assessment, and of their activities. Students will be evaluated on the written report that they develop from immersion activities, readings, class discussions, and journaling. This report will include the content and implications for the understanding of cultural diversity needs and interests as they relate to administrative issues in students’ work environments and students’ ability to utilize the resources and influence practices necessary to respond to those needs and interests.
III. METHODOLOGY

A variety of instructional methods will be employed during the term to engage students in reaching beyond their comfort zone to embrace new knowledge and new experiences, to practice new skills, and to reflect on their progress in learning. These methods will include: journaling and reflective written exercises, class dialogue, small group exercises and problem-solving, immersion activities, student reports and presentations. Typically, class meetings will involve small and large group dialogue. Students’ contributions and participation are vital to the success of these learning experiences. This is not a course in which students can sit back and listen. It requires active participation at every class and through the immersion activities. It is expected that students will complete the tasks listed in the syllabus, as well as those assigned during the course. There will be both graded and un-graded assignments. All assignments, whether graded or un-graded must be completed by the final class in order to earn a passing grade for the course.

Students are expected to:
- Keep a reflective journal during the course in which they contemplate and comment on life and learning experiences relevant to their leadership quest.
- Read not only the assigned materials, but explore other print and on-line resources related to their own leadership interests and needs.
- Use Doctoral Program adapted APA formatting for all written papers [Times New Roman font, size 12, 1.0 margins, no running head, and title page].
- Fully engage in the group assignments for the class by sharing experiences, reading and thinking, actively listening to the sharing of others, and understanding that each individual views the world through his own cultural lens.
- Participate actively and substantively in the class by sharing reading material and experiences that broaden their horizons.
- Take responsibility for leading their own leadership growth and development.

There will be a strong emphasis on discussing assigned readings, sharing experiences, and participating in learning assignments. The underlying principle of this class is that students learn from each other. Contribution to the class discussions and assignments is invaluable in order for professional and personal growth and learning. As students will delve into issues of racism, sexism, and other topics, we must be very mindful of each other and create an environment that promotes discussions which enhance understanding leading to improved practice and perceptions. Students should assume the best of their colleagues.

Discussions regarding cultural diversity often touch on topics that class members may view as controversial or difficult to discuss. Knowing this concern, class members are responsible for permitting each other to hold their own opinion without pressure to change their thinking and without fear of being attacked. As potentially controversial topics are discussed, class members are responsible for honoring and maintaining the confidentiality of each other. If class members choose to share any personal information about themselves as related to class topics during course discussions, no one should repeat the information outside of class.

Adapted from Stacy Blake-Beard (2000) Cultural diversity in the workplace. Cambridge, MA
IV. SEA

The final paper is a written report that summarizes and documents the learning you have acquired in this course. Consider how your thinking has changed or been influenced by the readings, small group dialogues, class instruction, journal writing and your immersion experiences and include these thoughts in your paper. It should be very clear from your paper that you have made connections between all the learning activities and have thoughtfully reflected upon the learning throughout the entire course. It should also be very clear that you have developed a working definition of social justice. Your paper must also include how your learning relates to your work environment. How is what you have learned applicable to your current job? How will you apply what you have learned in your daily work?

This is not a research paper, but correct APA format is expected for any needed references. Make sure that this assignment is written in complete sentences, with correct spelling and grammar. Use appropriate headings and subheadings as needed. First person is preferred for this assignment, as the content of this assignment is drawn from the journal kept throughout the course and is a reflection of your learning.

It is critical that the specified functions of Standards 4, 5, and 6 are addressed separately with their own heading in this final paper. See the rubric for more details. It would also be helpful to review the syllabus.
## RUBRIC

<table>
<thead>
<tr>
<th></th>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Critical thinking</strong></td>
<td>Paper shows NO connection to or only one of the required five elements.</td>
<td>Paper includes material from two of the five required components.</td>
<td>Paper includes material from three of the five required components.</td>
<td>Paper includes material from four of the five required components.</td>
<td>Paper includes material from reading, journal writing, small group dialogues, class discussion, and immersion experiences.</td>
</tr>
<tr>
<td></td>
<td>has no insights that take into account multiple perspectives. Paper shows</td>
<td>Paper shows few insights that take into account multiple perspectives.</td>
<td>Paper shows some insights that take multiple perspectives into account.</td>
<td>Paper shows some thoughtful insights that take multiple perspectives into account.</td>
<td>Paper shows profound understanding of many of the complex issues related to the pluralistic communities in the workplace.</td>
</tr>
<tr>
<td></td>
<td>very limited understanding of the complex issues related to pluralistic</td>
<td>Paper shows limited understanding of the complex issues related to pluralistic communities in the workplace. Paper shows little evidence that the student is developing a working personal definition of social justice.</td>
<td>Paper shows an understanding of some of the complex issues related to pluralistic communities in the workplace. Paper has some evidence that the student is developing a working personal definition of social justice.</td>
<td>Paper shows a strong understanding of many of the complex issues related to pluralistic communities in the workplace. Paper shows clear evidence that the student is developing a working personal definition of social justice.</td>
<td>Paper includes material from reading, journal writing, small group dialogues, class discussion, and immersion experiences.</td>
</tr>
<tr>
<td></td>
<td>communities in the workplace. Paper has no evidence that the student</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>understands the concept of social justice or that the student is</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>developing a personal definition of social justice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Written Communication</strong></td>
<td>Main points are not well organized. No evidence of transitions and ideas</td>
<td>Main points are loosely organized. Transitions used only sparingly. Only</td>
<td>Main points are organized. Some use of transitions. Some ideas fully</td>
<td>Main points are well organized. Most ideas are fully developed. Transitions</td>
<td>Paper is well organized for clarity and content. Ideas are fully developed and transitions help flow of</td>
</tr>
<tr>
<td></td>
<td>are not fully developed. Most sentences are not clear or</td>
<td>a few ideas are fully developed. Many sentences are clear and well</td>
<td>developed. Some ideas are fully developed. Many sentences are clear and</td>
<td>are well developed and transitions are well</td>
<td>ideas. Varied well</td>
</tr>
<tr>
<td></td>
<td></td>
<td>constructed. Some</td>
<td>well constructed.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

College of Education
Professional Partners
Creating Environments for Learning
Syllabus is sole property of Wilmington University
<table>
<thead>
<tr>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>well-constructed. Paper is riddled with errors in APA formatting. Paper is riddled with errors in spelling, punctuation and grammar.</td>
<td>and well constructed. Many errors in APA formatting. Many spelling punctuation and grammatical errors.</td>
<td>errors in APA formatting. Some spelling, punctuation and grammatical errors. Some room for improvement.</td>
<td>utilized. Most sentences are clear and well constructed. Minor flaws in APA formatting. Paper contains only a few minor spelling, punctuation or grammatical errors</td>
<td>constructed sentences. Flawless APA formatting. No spelling punctuation or grammar errors are evident</td>
</tr>
</tbody>
</table>

**Standard 4.2: Promote understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.**

- Paper provides little to no evidence of understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
- Paper provides limited evidence of understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
- Paper provides evidence of understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
- Paper provides strong evidence of understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.
- Paper provides extremely strong evidence of understanding, appreciation, and use of the community’s diverse cultural, social, and intellectual resources.

**Standard 5.3: Safeguard the values of democracy, equity and diversity.**

- Paper provides little to no evidence of student’s ability to develop, implement and evaluate policies and procedures that support democratic values, equitable practices, and a respect for diversity throughout the organization.
- Paper provides limited evidence of student’s ability to develop, implement and evaluate policies and procedures that support democratic values, equitable practices, and a respect for diversity throughout the organization.
- Paper provides evidence of student’s ability to develop, implement and evaluate policies and procedures that support democratic values, equitable practices, and a respect for diversity throughout the organization.
- Paper provides strong evidence of student’s ability to develop, implement and evaluate policies and procedures that support democratic values, equitable practices, and a respect for diversity throughout the organization.
- Paper provides extremely strong evidence of student’s ability to develop, implement and evaluate policies and procedures that support democratic values, equitable practices, and a respect for diversity throughout the organization.
<table>
<thead>
<tr>
<th>Standard 5.5: Promote social justice and ensure that individual student / organizational member needs inform all aspects of schooling.</th>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper provides little to no evidence of an understanding of the importance of promoting social justice and ensuring that individual needs inform all aspects of education and work.</td>
<td>Paper provides limited evidence of an understanding of the importance of promoting social justice and ensuring that individual needs inform all aspects of education and work.</td>
<td>Paper provides evidence of an understanding of the importance of promoting social justice and ensuring that individual needs inform all aspects of education and work.</td>
<td>Paper provides strong evidence of an understanding of the importance of promoting social justice and ensuring that individual needs inform all aspects of education and work.</td>
<td>Paper provides extremely strong evidence of an understanding of the importance of promoting social justice and ensuring that individual needs inform all aspects of education and work.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6.2: Act to influence local, district, state, and national decisions affecting student / organizational member learning.</th>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper provides little to no evidence of ways the student could act to influence local, district, state, and/or national decisions affecting students/employees.</td>
<td>Paper provides limited evidence of ways the student could act to influence local, district, state, and/or national decisions affecting students/employees.</td>
<td>Paper provides evidence of ways the student could act to influence local, district, state, and/or national decisions affecting students/employees.</td>
<td>Paper provides strong evidence of ways the student could act to influence local, district, state, and/or national decisions affecting students/employees.</td>
<td>Paper provides extremely strong evidence of ways the student could act to influence local, district, state, and/or national decisions affecting students/employees.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Standard 6.3: Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies</th>
<th>value: 1.00</th>
<th>value: 2.00</th>
<th>value: 3.00</th>
<th>value: 4.00</th>
<th>value: 5.00</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper provides little to no evidence of an understanding of cultural diversity needs and interests as related to administrative issues in students’ work environments and their ability to assess, analyze, and anticipate emerging trends and initiatives. This understanding is illustrated through adaptations of leadership strategies that influence the resources and practices necessary to</td>
<td>Paper provides limited evidence of an understanding of cultural diversity needs and interests as related to administrative issues in students’ work environments and their ability to assess, analyze, and anticipate emerging trends and initiatives. This understanding is illustrated through adaptations of leadership strategies that influence the resources and practices necessary to</td>
<td>Paper provides evidence of an understanding of cultural diversity needs and interests as related to administrative issues in students’ work environments and their ability to assess, analyze, and anticipate emerging trends and initiatives. This understanding is illustrated through adaptations of leadership strategies that influence the resources and practices necessary to</td>
<td>Paper provides strong evidence of an understanding of cultural diversity needs and interests as related to administrative issues in students’ work environments and their ability to assess, analyze, and anticipate emerging trends and initiatives. This understanding is illustrated through adaptations of leadership strategies that influence the resources and practices necessary to</td>
<td>Paper provides extremely strong evidence of an understanding of cultural diversity needs and interests as related to administrative issues in students’ work environments and their ability to assess, analyze, and anticipate emerging trends and initiatives. This understanding is illustrated through adaptations of leadership strategies that influence the resources and practices necessary to</td>
<td></td>
</tr>
<tr>
<td>value: 1.00</td>
<td>value: 2.00</td>
<td>value: 3.00</td>
<td>value: 4.00</td>
<td>value: 5.00</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>practices necessary to respond to the identified needs and interests.</td>
<td>practices necessary to respond to the identified needs and interests.</td>
<td>respond to the identified needs and interests.</td>
<td>understanding is illustrated through adaptations of leadership strategies that influence the resources and practices necessary to respond to the identified needs and interests.</td>
<td>influence the resources and practices necessary to respond to the identified needs and interests.</td>
<td></td>
</tr>
</tbody>
</table>
V. COLLEGE OF EDUCATION ATTENDANCE POLICY:

The College of Education attendance policy is in addition to the Wilmington University attendance policy.

Doctor of Education Policy/College of Education:
In the Doctor of Education program, faculty must approve all requests for exceptions to the College policy. Faculty must be contacted prior to class in all cases except valid emergencies. Failure to obtain approval for exceptions may result in lowering the final passing grade or assigning a FA (failure due to absence).

Course Policy:
Unexcused absences, other than for bona fide emergencies, will result in a one-letter final grade reduction for each such absence.

Representative text and/or supporting resources:


Gourevitch, P. (1998). We wish to inform you that tomorrow we will be killed with our families: Stories from Rwanda. New York, NY: Farrar, Straus & Giroux.


