IDEA Objectives: E=2
I=1, 3, 12

WILMINGTON UNIVERSITY
COLLEGE OF EDUCATION
BASIC COURSE INFORMATION

COURSE NUMBER: EDD 7101
COURSE TITLE: Pluralism Communities: Administrative Issues

College 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.

PROGRAM COMPETENCIES:

NCATE/ELCC Standard 4; Program Competency 4: Demonstrate the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing resources.

Goal 1. Students will develop an understanding of Multicultural Education (MCE) in relation to a rapidly changing world.

Learning Outcome:
Students will formulate paradigms (orally and in writing) about the major significance of MCE 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 MCE literature, 4) Instructor presentations on MCE definitions and assumptions, historical milestones, and U.S. immigration.
Learning Assessment:  
Students will discuss and summarize their understanding of MCE in relation to a rapidly changing environment, through individual and group paradigm formulations.

Goal 2. Students will examine literature on diversity and review their own background 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 conduct a review of literature on cultural diversity that will guide the development or refinement of MCE leadership practices and teaching-learning strategies.

Learning Activities:  
1) Selected readings, 2) Video: “Tale of O”, 3) Literature reviews, 4) Instructor presentations and class discussions on values clarification, prejudice and discrimination, and cultural similarities and differences. This activity will be related to the microculture group project.

Learning Assessment:  
Students will demonstrate an understanding of the relationship among cultural diversity trends, their MCE experiences and values, and improved leadership and instructional practices through a written summary of the literature review.

Goal 3. Students will obtain an in-depth understanding of a microcultural group and ways in which educators can develop policies, programs, and practices to meet the needs of that group.

Learning Outcome:  
Students will analyze and synthesize culturally-related information about a microcultural group of their choice.

Learning Activities:  
Working in cooperative groups, each student in the group will review the literature, write a report on the section of the literature that he/she reviews, share an abstract of the written report with the class, and the complete report with the instructor.

Learning Assessment:  
Students will be evaluated on the written report that they develop, including its content and implications for the advancement of multicultural education.

*Goal 4. Students will initiate a work environment activity that relates to their professional community’s cultural diversity interests and needs and promotes leadership and innovation.

Learning Outcome:  
Students will develop a deeper understanding of the cultural diversity needs and interests of their work environment and their ability to influence the resources and practices necessary to respond to those interests and needs.

Learning Activities:
As a structured external assignment, students will collaborate with co-worker and/or community members via observations, interviews, or focus groups, to analyze and evaluate cultural diversity related interests, situations, or needs and suggest improvements for same via a written report.

**Learning Assessment/Structured External Assignment:**
Students will produce a written report that summarizes the environment, content, assessment, and enhancement of their activity.

*REQUIRED STRUCTURED EXTERNAL ASSIGNMENT*

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<th>NCATE/ELCC Standard 3; Program Competency 3: Organization, Operations, and Resources</th>
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<td>Demonstrate the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.</td>
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*Learning Assessment (CECRAM): Cultural Diversity Initiative Plan*

*Prepare a strategic plan to recruit, retain, and reward the best qualified professionals, one that is inclusive of an Affirmative Action plan to attract under-represented groups in critical need positions. Include the desired outcomes and impact of those outcomes. Be prepared to present to the class as if it were the organization’s governing board and/or the executive leadership team for evaluation, feedback and approval for implementation. (ELCC Standards 3.3, 5.2, and 5.3)*

**METHODOLOGY:**

A variety of teaching methods will be used in this course including lectures, class discussion, oral and written presentations, video viewing and analysis and cooperative learning groups. Whenever possible, course activities and assignments may be modified to match students’ interest in the subject and the pace of the course. Surveys, oral inquires, and special class exercises may be used to solicit student ideas and class discussion, but they will not be used for grading purposes.

Grades will be largely based on the thoroughness, creativity and general quality of the following:
- Participation in course activities
- Current, relative and structured external assignments
- Individual educational projects
- Collaborative projects/assignments

Structured out of class assignments will be required of each student. The completed assignments should be submitted to the instructor for evaluation and grading.

Students are expected to read the course text, participate in class discussions, and successfully complete all class projects.

Each student will be evaluated on the following, via establish learning assessment rubrics:

1. Class participation and paradigm formulations: 25%
2. Literature review assignment: 15%
3. Article Summary Assignment: 25%
4. Structured work environment activity: 35%

The University’s grading policy and scale will be used to determine student grades. Grades will be largely based on the thoroughness, creativity and general quality of the following:

**COURSE OUTLINE:**

This course will emphasize discussion and participation rather than a traditional lecture format. 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 we learn from each other. Unless otherwise instructed, readings and assignments listed in the syllabus should be completed by the class for which they are assigned. You may be called upon to summarize the readings and/or share your wisdom and experience related to the topic being discussed. Your contribution to the class discussion and assignments is invaluable in order for us all to grow and learn, both professionally and personally. As this course will delve into issues of racism, sexism, and other topics, we must be very mindful of each other and the “safety” of having discussions which will enhance our practice and perceptions.

Discussions regarding cultural diversity often touch on topics that class members may views as controversial or difficult to discuss. Knowing this concern, each class member is responsible for permitting the other to hold his or her own opinion without pressure from others to change it or fear of being attacked. As we discuss topics which may be controversial in nature, 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 it relates 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

**Representative text and/or supporting resources:**


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**Additional Course Information and Schedule of Class Activities will be posted on course blackboard sites by individual instructors.**

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