

UNIVERSITY OF ST. FRANCIS
COLLEGE OF EDUCATION
Joliet, IL



- Understanding Candidates
- Serving the Community
- Finding our Professional Selves

The mission of the College of Education at the University of St. Francis is to prepare competent and caring educators who understand students, serve the community and develop professionally to become ethical decision-makers and leaders.

Course Information:

Name of Course:	Diversity Issues in Education
Course/Section Number:	MSED 696
Semester Year:	Summer 2005
Meeting Dates:	July 18, 19, 20, 21, 22, 2005
Location/Site:	Bednarcik Middle School, Oswego
Prerequisite for Course:	Permission of program coordinator
Required Books/Materials:	No textbook required

Instructor Information:

Name:	Dr. Stephen F. Midlock
Office Hours:	Available as needed/requested during the summer
Office Location:	Twin Oaks Campus, Suite 105, Room E
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Course Description:

This course examines the diversity issues that affect the role of a school administrator in a pluralistic society. The diversity areas include class, ethnicity and race, gender, exceptionalty, religion, language and multiethnic/multicultural education.

Course Overview:

In this course, candidates will develop an awareness and understanding of forces within the school community and the society affect the role of a school administrator. The candidates will have an opportunity to analyze administrative strategies, staff development models, community resources, and survey techniques for organizational development in school contexts.

Major Topics:

- Diversity and American Education
- Understanding Poverty
- Limiting Bias in the Assessment of Students
- Creating an Inclusive School
- Social Structure
- Race and Ethnicity
- Multicultural Education
- Gender Equity

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- Exceptionalities
- Parents and Family
- Communication
- Conflict Resolution

Course Goals:

The course goals are aligned with the knowledge indicators for principals the 23 IL Administrative Code, Section 29.120.

Understanding Our Students:

- Candidates will develop an understanding of multiculturalism in a pluralistic society and what this means for educational programs (2I)
- Candidates will develop an understanding of strategies and models as they apply to social and cultural context of schooling and how they affect teaching and learning (6F/G)
- Candidates will recognize the role of technology in promoting students' learning (2L).

Serving the Community:

- Candidates will develop an awareness of how to recognize emerging multicultural issues and trends that potentially affects the school community (4A).
- Candidates will understand the conditions and dynamics of the diverse school community (4C).
- Candidates will understand the values and challenges of the diverse school community (5C).

Finding Our Professional Selves:

- Candidates will understand the purpose of education and the role of leadership in a pluralistic society (5A).
- Candidates recognize the role of technology in promoting professional growth (2L).
- Candidates will be aware of professional code of ethics (5D).

Outcomes:

The outcomes are aligned with the knowledge indicators for principals the 23 IL Administrative Code, Section 29.120.

1. Candidates create an environment where all individuals are treated with fairness, dignity, and respect (2R).
2. Candidates will be able to develop an inclusive educational culture (2EE).
3. Candidates will be able to assess emerging issues and trends to determine their impact on the school community (4G).
4. Candidates will be able to promote the values and challenges of the diverse school community (5H).
5. Candidates will be able to communicate effectively with various cultural, ethnic, racial, and special interest groups and other diverse populations in the community (5I).
6. Candidates will be able to develop a framework for resolution using strategies and models as they apply to the social and cultural context of schooling and the affects on teaching and learning (6O).
7. Candidates will manifest a professional code of ethics (5F).
8. Candidates will treat people fairly, equitably and with dignity and respect and protect the rights and confidentiality of others (5J).
9. Candidates will encourage others in the school community to demonstrate integrity and exercise ethical behavior (5K).

Method of Instruction Statement:

College of Education courses reflect the college's conceptual framework by modeling learner-centered instructional practices, a service-oriented approach to education, and professional dispositions. The courses are predicated on active learning. Emphasis is placed on critical thinking and problem solving as candidates develop and refine the thinking and decision-making skills required of educators. Courses will

model many diverse teaching strategies (e.g. interactive discussion, cooperative learning, multimedia presentations, small and large group discussions, etc.), incorporate appropriate performance assessments, address issues of diversity and integrate technology. Candidates are encouraged to reflect on, not only the content of the course, but also the methods used and how they might be applied in other educational contexts.

The class participation component of the courses is based upon two principles. First, individuals learn best through active participation with other individuals and learning materials. Second, quality verbal skills are essential for educators. Both of these principles suggest that in order to maximize a candidate's educational experience, a high level of class participation is required. Consequently, all candidates are required to be prepared for and participate in class discussions and activities.

Code of Professional Conduct:

The content of the Code has been recommended and approved by professional educators including teachers, administrators, and the COE assembly. The code is structured around the values adopted by the University of St. Francis in 1999 - Respect, Integrity, Service, and Compassion and is operationalized as follows:

- **Respect** should be actualized by consistent and prompt attendance, conscientious participation, active listening, and proper preparedness for class and assignments. Additionally, candidates are expected to exhibit positive responsiveness to constructive criticism.
- **Integrity** and a commitment to lifelong learning, should be demonstrated through intrinsic motivation, professional curiosity, and an initiative to seek assistance. These qualities will manifest themselves in candidates' academic integrity and accountability as well as in the professional appearance of their assignments.
- **Service** and a commitment to the academic community can be realized through cooperation in sharing professional ideas and tools.
- **Compassion** is to be actualized through the demonstration of intellectual empathy.

Attendance:

Prompt attendance is expected at all class sessions. Planned lateness to class due to outside responsibilities is not acceptable. Class discussions, quizzes, and assignments may include content that is not covered in the text(s). Each individual candidate is responsible for obtaining materials or information that was missed due to absence. Missing one day of class from a four-hour class session would be missing 1/8 of a course as compared to missing 1/15 of a course in a regular semester and may affect a candidate's final grade. Missing one day of class from an eight-hour class session would be missing 1/5 of the course and may substantially affect a candidate's final grade. A candidate is expected to inform the instructor of any absence prior to the missed class session and complete any work that may be required. A candidate may be given make-up work at the discretion of the instructor.

If a candidate knows before the start of a course that he/she will miss more than one class in an eight-week course or one day or more in a summer course, the candidate is required to contact Dr. June Grivetti, Program Coordinator, in order to reschedule the course.

Minimum Standards for Writing Style

Unless expressly indicated by the instructor, all written assignments must (per APA, 5th ed.):

1. Conform to Standard English conventions for spelling, punctuation, capitalization, and sentence and paragraph construction; writing must be free of spelling, grammatical and typographical errors;
2. Include a title page (title of paper, candidate name, University of St. Francis, course name and date);
3. Use standard margins (minimum 1 inch), line spacing (double, exceptions noted), and font type

- and size (Times Roman or Courier, 12 point);
4. Include a page header (abbreviated title) and page number, upper right corner;
 5. Include an introduction, section headings, and a conclusion section when appropriate; and
 6. Include in-text citations and a corresponding reference list for all ideas/facts that are not the writer's.

Grading Scale – Graduate Level:

A	=	93 – 100%
B	=	85 – 92%
C	=	77 – 84%
F	=	less than 77%

Evaluation: Candidates are expected to demonstrate the skills relative to mastering the outcomes for this course. In addition to written assignments, participation in classroom activities, the action research project, and an oral presentation, candidates also are expected to demonstrate mastery through reflective writing that can be included in their portfolios.

Written work will be evaluated with a rubric.

Rubric for Written Work

- F (1-19) Candidate demonstrates little or no knowledge of the topic
(1-19) Candidate has not expressed personal opinions, thoughts, ideas.
(1-19) Candidate has not supported personal opinions, thoughts, ideas.
(1-19) Candidate has not demonstrated application of the concept in a real-world context.
- C (21) Candidate demonstrates adequate knowledge of the topic.
(21) Candidate has adequately expressed personal opinions, thoughts, ideas.
(21) Candidate has adequately supported personal opinions, thoughts, ideas.
(21) Candidate has adequately demonstrated application of the concepts in a real-world context.
- B (23) Candidate demonstrates good knowledge of the topic.
(23) Candidate has effectively expressed personal opinions, thoughts, ideas.
(23) Candidate has effectively supported personal opinions, thoughts, ideas.
(23) Candidate has effectively demonstrated application of the concept in a real-world context.
- A (25) Candidate demonstrates very strong knowledge of the topic.
(25) Candidate has strongly expressed personal opinions, thoughts, ideas.
(25) Candidate has strongly supported personal opinions, thoughts, ideas.
(25) Candidate has strongly demonstrated application of the concept in a real-world context.

Rubric for Classroom Activities (adapted from Robert Marzano's Rubrics for Achievement from A Handbook for Classroom Instruction That Works. McREL/ASCD 2001. *(Because Dr. Midlock has completed the year-long training in the use of McREL instructional strategies, permission to photocopy and use this rubric and other McREL instructional pieces has been granted by Salle Quackenboss, program consultant and instructor for McREL)*

- F (0) The candidate did not do the task or activity.
D (1) The candidate did not meet the objectives of the task or activity.
C (2) The candidate met a few of the objectives of the task or activity.
B (3) The candidate met the objectives of the task or activity.
A (4) The candidate exceeded the objectives of the task or activity.

Course Outline: This outline is presented as a guide; however, activities may be adjusted to meet the needs of the candidates in this cohort.

Date/Week	Topics/Chapters	Assignments/Due Dates
Monday, 7/18	What is diversity? Overview of syllabus, course goals, and expectations. Explanation of the empirical research project. Diversity in the social context. Poverty and socio-economic status. Religious beliefs, separation of church & state, and public schools. Lunchtime discussion topic: <i>As educators how do we currently promote diversity?</i> Family structures. Homosexuality & gender issues – staff, students, parents. What are your personal beliefs and understanding about diversity? How do your personal beliefs impact your leadership style and ability? “Gandi” – a DVD clip from Stephen Covey’s <u>8th Habit</u>	Case study Work on project
Tuesday, 7/19	Race and ethnicity. Children’s attitudes vs. adults’ attitudes. What is “race?” What is “ethnicity?” What is “culture?” What are the implications of race, ethnicity, and culture on curriculum, instruction, and assessment? Lunchtime discussion topic: <i>How does a leader take a stand against racism?</i> Racial bias in toys, books, practices, interpersonal relationships. “Berlin Wall” – a DVD clip from Stephen Covey’s <u>8th Habit</u> . Where are the Black, gifted students? Promoting open-mindedness and acceptance. Assessing the school climate.	Case study Work on project
Wednesday 7/20	Multicultural education – what is it? <i>Embracing</i> diversity vs. <i>accepting</i> diversity. What are the goals of multicultural education? Just what is a “multicultural” curriculum? Teaching in a multicultural environment. Leading in a multicultural environment. Assessing student performance in a multicultural environment. Assessing understanding of multiculturalism. “We’re more alike than different.” “Mauritius” – a DVD clip from Stephen Covey’s <u>8th Habit</u> Lunchtime discussion topic: <i>Bilingual education and multicultural education- what’s the difference?</i> What are your beliefs about second-language learners and bilingual education?	Case study Work on project

	<p>What are the goals of a bilingual education program? What should a bilingual curriculum look like? How should second-language learners be assessed for placement? How should their performance be assessed?</p>	
<p>Thursday, 7/21</p>	<p>Gender bias in education . Are boys harder to discipline than girls? Are boys slower readers than girls? Are girls slower in learning math than boys? What are your personal beliefs about teaching boys? What are your personal beliefs about teaching girls? "A.B. Combs" – a DVD clip from Stephen Covey's <u>8th Habit</u>. Lunchtime discussion topic – <i>What gender biases are present in my school?</i> Title IX – what's it all about? Women in science - equal opportunities? Interpersonal communication with adolescents – same gender as yours, different gender than yours. Flirting vs. sexual harassment – students, staff, Gender and education Human dynamics, personal inventories, 4-MAT, etc. – gender differences in perception and processing.</p>	<p>Case study Work on project</p>
<p>Friday, 7/22</p>	<p>Communication with parents. Cultural issues impacting communication. Perceived cultural barriers to communication. Gender differences in communication strategies. Conflict resolution Origins and responses to conflict. Bullying – who is the "victim?" Bullying resolution strategies. Lunchtime discussion topic: <i>What anti-bullying practices do we have in place in my school?</i> Project presentations.</p>	<p>Be a caring and compassionate leader who promotes human dignity and diversity.</p>

Graduate Credit and Research:

All graduate courses in the College of Education are required to have an empirical action or applied research component. Empirical research is quantitative or qualitative research that involves the firsthand collection of data. Some examples of empirical research include case studies, surveys, single-subject experiments, documentary research, systematic observations and analyses, ethnography (including interviews), or correlation studies. A traditional term paper consisting of describing and comparing existing research is not considered empirical research.

Format:

- Statement of the problem or issue including a rationale as to how this issue has evolved (history) and why it is critical.
- Survey or interview of administrators and/or future administrators, teachers, students, parents (as appropriate) as to what they think should be done to resolve the issue, or a study of the planning process used to resolve a problem or issue.
- Analysis of the survey/interview data or an analysis of the planning process.
- Recommendation as to what the candidate would do if s/he were the administrator in charge.

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If used as the final project, presentation can be done through a PowerPoint, a written paper, or other creative vehicle as deemed appropriate by the instructor. Written format and requirements are determined by the instructor.

Scoring: to be assessed with the **Empirical Research Project Rubric**.

NOTE: When surveying administrators, teachers, or staff, candidates should get approval from the building administrator or superintendent. If the survey addresses a sensitive issue in that district, such as possibly seeking a referendum, perhaps the survey should be limited to the candidates in the cohort.

Project Options:

Option A: Choose a specific current diversity issue in your school district

- What are the critical aspects of this issue?
- How did they evolve? (history)
- Interview/survey administrators and/or teachers to determine the ramifications on students if no action is taken? If specific action is taken?
- What's the popular opinion as to what should be done?
- As an administrator, what would you do?

Option B: Choose a broad diversity scenario challenging schools or districts (such as transitional bilingual education vs. immersion, use of ethnic subgroups to determine AYP, lack of cultural diversity in curriculum or texts, etc.)

- Identify a broad issue that is impacting both education in general as well as your district in particular.
- How did this issue evolve? (history)
- What are the supporting factors?
- What are the critical factors?
- Interview/survey administrators and/or teachers to determine the popular opinion as to what should be done?
- As an administrator, what would you do?

Option C: Provide leadership in cultural diversity projects involving other departments or grade level teams and analyze the experience both in terms of what you learned from it and what you would change if you were the administrator responsible for this activity.

Option D: Other ideas presented by candidates and approved by the professor must be related to diversity.

Support Services:

The University of St. Francis has a number of services available to its students, including academic, writing, computer and mathematics, including statistics and mathematics skills that are part of another course. Library services include a number of on-line services and full text databases. It is important to contact the professor or the University if you have particular needs.

In compliance with the American Disability Act (ADA) guidelines, the University of St. Francis will provide access or other reasonable assistance for students with recognized disabilities or who have any condition, either permanent or temporary, which might affect their ability to perform in this class.

Any student who feels s/he may need an accommodation based on the impact of a disability should contact your instructor privately to discuss your specific needs. Reasonable accommodations, as arranged through the disabilities coordinator, Pat Vivio, will be provided for students with documented disabilities. Contact Pat Vivio at 815-740-3204 in Tower Hall room S 210 to coordinate accommodations.

Academic Honesty and Integrity Statement:

Students have an obligation to exhibit honesty in carrying out their academic assignments. Students may be found to have violated this obligation if they plagiarize or cheat. Plagiarism is presenting the work of

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others as one's own; cheating is taking or accepting any illicit advantage for any course inside or outside of the classroom. See the University of St. Francis Catalog for further information and for information on grievance procedures.

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Other materials may be used and referenced during the class.