

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. "

USF Mission Statement

As a Catholic university rooted in the liberal arts, we are a welcoming community of learners challenged by Franciscan values and charisma, engaged in a continuous pursuit of knowledge, faith, wisdom, and justice, and ever mindful of a tradition that emphasizes reverence for creation, compassion, and peacemaking. We strive for academic excellence in all programs, preparing women and men to contribute to the world through service and leadership.

Course Information:

Name of Course: Diversity Issues in Education
Course/Section Number: MSED 696
Semester Year: Fall 2007
Meeting Dates: Mondays, August 13 – October 8 – no class on Labor Day (4:30 – 8:30 P.M.)
Location/Site: Twin Oaks 9
Prerequisite for Course: Permission of program coordinator
Required Books/Materials: No textbook required

Instructor Information:

Name: Dr. Stephen F. Midlock
Office Hours: Mondays and Thursdays 9 A.M. – 12 noon
Office Location: Twin Oaks Campus, Suite 105, Room A
Telephone Numbers: Home: 815-727-3241, Office: 815-740-3500
Email Address: smidlock@stfrancis.edu
Fax Number: 815-730-4721

Diversity Issues in Education

MSED 696

3 Credit Hours

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, exceptionality, 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
- 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).

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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).

Methods of Instruction:

The 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 principals 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.

Expectations of Candidates:

Professionalism is an important element of the classroom environment for teachers and for learners. Candidates are expected to conduct themselves in a manner consistent with the College of Education Code of Professional Conduct and the Franciscan values of *Respect, Integrity, Compassion, and Service*.

Candidates are expected to:

- ❖ Come prepared and arrive promptly to each and every class session,
- ❖ Contribute to the fostering of a collegial atmosphere that encourages learning,
- ❖ Actively participate in discussions and activities,
- ❖ Thoughtfully and respectfully consider the diverse perspectives and contributions of colleagues,
- ❖ Act, write, speak, and listen with integrity,
- ❖ Enthusiastically contribute to group activities and assignments,
- ❖ Ask for help, and/or offer help, when it is needed, and
- ❖ Submit assignments of the highest quality.

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 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.

Academic Support Services:

Various types of academic services offered by the Academic Resource Center (ARC) located in Room 214 in the Library (815-740-5060). Online and distance learning students can contact ARC for appropriate resources. Library services include a number of online services and full text databases. Contact the Library at (815-740-5041 or 800-726-6500) for additional information.

Services for Students with Special Needs (ADA):

The University strives to be in compliance with Americans with Disabilities Act (ADA) regulations. To this end, a student who requires special support or arrangements due to a disability should contact the Office of Disability Service Administrator, Pat Vivio at 815-740-3864 in Tower Hall S210 to coordinate accommodations. This contact should occur no later than the first week of classes in order to allow for sufficient time to provide accommodations. Should a need arrive after the start of a semester; the student is encouraged to contact the ADA coordinator as soon as possible. Each case will be reviewed on an individual basis.

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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.

Course 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. The NCATE scoring instrument will be used for the major project, paper, and presentation. The Rubric for Classroom Activities and Written Assignments (listed below) will be used for the written analysis of case studies. Students not earning an A or a 4/4 on the case studies will be expected to re-do the case studies until they earn a grade of 4/4 or A. Regarding participation in class discussions and activities, the delivery of this course is interactive. Candidates are expected to discuss and share ideas. Candidates not willingly expressing their views will be called upon to share. By the end of each class session, all candidates will have participated in the discussion. The classroom project grade, the case study essay grade, and the presentation grade will be averaged as per the following grading scale.

Grading Scale – Graduate Level:

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

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.

Rubric for Classroom Activities, Presentations, and Written Assignments (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. |

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- A (4) The candidate exceeded the objectives of the task or activity.

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.

Graduate Credit and Research

Diversity Case Study Essay

Directions to Candidates:

You are to write an essay based on a problem or issue related to one of the major diversity topics: ethnicity, race, culture, gender, language, socio-economic status, or exceptionality. These topics have been addressed in our readings, large and small group activities. You are encouraged to choose an issue presently facing your school or district or an issue of particular interest to you.

After identifying the problem or issue, you are to do demonstrate your knowledge and understanding of how the following impacts the recommendations you would make to take positive action an administrator: promoting school culture, providing an effective instructional program, managing the organization & resources, responding to community interests and needs, understanding and influencing the larger context (political, economic, legal and so on) fairly and ethically.

Candidates are given the scoring instrument at the beginning of the assignment. This instrument is discussed with the class as a whole and individual instructions are given as needed.

Components of the Essay:

- State or explain the problem or issue related to one of major diversity topics (ethnicity, race, culture, gender, language, socio-economic status, or exceptionality,) including a rationale as to how this issue has evolved (history) and why it is critical.
- In relation to your problem or issue, address the following components: issues of promoting school culture, providing an effective instructional program, managing the organization & resources, responding to community interests and needs, understanding and influencing the larger context fairly and ethically.
- Make recommendations for positive action as the administrator in charge

The essay should be between 8 and 10 pages in length using APA (5th edition). The requirements are defined in the scoring instrument for the Diversity Case Study.

If there are content areas in the project that do not meet standards, you are required to resubmit those parts of the essay. You have the option of resubmitting other parts of the essay for reassessment by the instructor.

Scoring Rubric
University of St. Francis
 College of Education
 Educational Leadership Program

Diversity Case Study

Please print.

Candidate _____ Date _____ Total Points _____

Performance Levels:

- 3 Distinguished – Candidate exceeds expectations for standard or criteria.
- 2 Proficient – Candidate consistently meets expectations of the standard or criteria.
- 1 Satisfactory (Minimally) – Candidate meets most of the standard expectations or criteria.
- 0 Unsatisfactory – Candidate does not meet standard expectations or criteria, needs further development

In completing the diversity case study the Candidate will . . .

Assess school culture using multiple methods and implement context appropriate strategies that capitalize on the diversity (e.g., population, language, disability, gender, race, socio-economic) of the school community to improve school programs and culture. (ELCC 2.1a)	3	2	1	0
Demonstrate the ability to facilitate activities that apply principles of effective instruction to improve instructional practice and curricular materials. (ELCC 2.2a)	3	2	1	0
Demonstrate the ability to optimize the learning environment for all students by applying appropriate models and principles of organizational development and management, including research and data driven decision-making with attention to indicators of equity, effectiveness, and efficiency. (ELCC 3.1a)	3	2	1	0
Creatively seek new resources to facilitate learning. (ELCC 3.3b)	3	2	1	0
Demonstrate active involvement within the community, including interactions with individuals and groups with conflicting perspectives. (ELCC 4.2a)	3	2	1	0
Demonstrate how to use school resources and social service agencies to serve the community (ELCC 4.3b)	3	2	1	0
Demonstrate the ability to combine impartiality, sensitivity to student diversity, and ethical considerations in their interactions with others. (ELCC 5.2a)	3	2	1	0
Demonstrate the ability to analyze and describe the cultural diversity in a school community (ELCC 6.11)	3	2	1	0
Advocate for policies and programs that promote equitable learning opportunities and success for all regardless of socioeconomic background, ethnicity, gender, disability, or other individual characteristics. (ELCC 6.3c)	3	2	1	0

Formatting and Conventions:

Use of conventions is correct in citing sources, APA style, grammar, spelling, and punctuation	3
Use of conventions contains <u>few minor errors</u> in citing sources, APA style, grammar, spelling, and punctuation that do not affect meaning.	2
Use of conventions contains <u>several minor errors</u> in citing sources, APA style, grammar, spelling, and punctuation that do not affect meaning.	1
Use of conventions contains major errors in citing sources, APA style, grammar, spelling, or punctuation that affect meaning.	0

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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
Week One	What is diversity? Overview of syllabus, course goals, and expectations. Explanation of the empirical research project. Diversity in the social context. <i>The Global Village</i> Poverty and socio-economic status. <i>Dick and Jane</i>	Case study Work on project
Week Two	Religious beliefs, separation of church & state, and public schools. As educators how do we currently promote diversity? 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> Family structures. <i>And Tango Makes Three</i> Homosexuality & gender issues – staff, students, parents.	Case study Work on project
Week Three	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? How does a leader take a stand against racism? Berlin Wall" – a DVD clip from Stephen Covey's <u>8th Habit</u> . Racial bias in toys, books, practices, interpersonal relationships. Where are the Black, gifted students? Promoting open-mindedness and acceptance.	Case study Work on project

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<p>Week Four</p>	<p>Assessing the school climate. 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></p>	<p>Case study Work on project</p>
<p>Week Five</p>	<p>Bilingual education and multicultural education- what’s the difference? What are your beliefs about second-language learners and bilingual education? 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>Case study Work on project</p>
<p>Week Six</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</p>	<p>Case study Work on project</p>
<p>Week Seven</p>	<p>Human dynamics, personal inventories, 4-MAT, etc. – gender differences in perception and processing. 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. What anti-bullying practices do we have in place in my school?</p>	<p>Work on project</p>
<p>Week Eight</p>	<p>What have you learned from this course? Leadership and the promotion of tolerance and the embracing of diversity Tying up any loose ends Evaluations Project presentations.</p>	<p>Be a caring and compassionate leader who promotes human dignity and diversity.</p>

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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 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.

Bibliography:

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Other materials may be used and referenced during the class.