UCR Extension
Syllabus

I. Course Information
Course: EDU 200 **Cultural Competence for Educators**
Format of the course: Webcast
Course location: Online
Course start and end dates: September 30, 2019 – December 9, 2019
Number of Units and hours: 30

II. Instructor Contact Information
Name: Dr. Marguerite Williams
Time Zone: PST
Email address: mwilliams@acsa.org
Department phone number: 916-329-3810
Fax number: NA
Website or weblog:
Response time via email: within 24 hours

Mission of Association of California

The Association of California School Administrators is the driving force for an equitable, world-class education system, and the development and support of inspired educational leaders who meet the diverse needs of all California students.

III. Course Description and Purpose

Educators face a society where continual and rapid change is the norm, where communities, staff, and student bodies are increasingly diverse in race, ethnicity, class, gender, sexuality, religion, family structure, and learning styles to name a few. At the same time, long-standing barriers of inequities and other forms of oppression remain and create inadequate outcomes for students.

This calls on educators to better examine the multicultural and layered reality of all, especially children and youth, to become more self-aware and culturally proficient, and to use their guidance to inspire and shape models for change that removes systemic obstacles and facilitates growth and achievement for all.

This course is designed to introduce the participant to the basic concepts of culture and cultural diversity, and develop an awareness and appreciation for the full range of diversity. They will tie various perspectives and employ a cultural proficiency framework to increase the excellence of education and achievement for the students and families they serve.

Course Learning Outcomes (CLOs):

Upon satisfactory completion of the course, students will be able to:

1. Engage in self-exploration and reflection of personal attitudes, beliefs, and assumptions regarding diversity and equity.
2. Increase understanding of the historical context of inequality in schools.
3. Become familiar with the principles, elements, and tools of cultural proficiency (CP).
4. Begin to internalize and value cultural proficiency as an approach to leading and managing the dynamics of diversity and equity.
5. See the relationship between the culturally proficient approach and our work to increase student achievement.
6. Begin to apply a cultural proficiency approach to their school and district planning, practice, and policy-making.
7. Critique educational and assessment practices that marginalize and privilege students.
8. Reflect on personal experiences with privilege and marginalization and how that affects classroom teaching and learning.

Instructional Methods

Instructional approaches include interactive exercises, online discussion, direct instruction, videos, collaborative and individual learning, and case studies.

Detailed Course Assignments and Method of Assessment/Evaluation:

Assignments:

Assignment 1 - Life Map & Reflection	Due 10/21/19	25%
Assignment 2 - Case Study & Exhibition	Due 11/12/19	30%
Assignment 3 - Reflective Growth Journal	Due 12/09/19	15%
Threaded Discussions	Weekly	15%
Participation Online Engagement and Interaction	Weekly	15%

For guidance with APA format, an *excellent* tutorial is available at https://bowvalleycollege.libguides.com/apa-style/tutorials. To access the website, copy and paste the web address into your browser. Clicking on this particular link may not work.

Assignment #1: **Life Map (25**%) Due: October 21, 2019
The purpose of the **Life Map** is to provide a forum for each student to tracks their journey through life and marks out important events along the way. Remember, an important event doesn't have to be exciting or memorable for others, the map is all about showing what is important to you. Select events from all of the life stages – baby, toddler, child, teenager, young adult, and older adult.

☐ A minimum of 10 events that represent your past.
☐ A minimum of 5 events that you image or would like to be part of your future.
☐ Have a clear understanding of the reasons why you have selected these events.

Assignment #1 - Assessment Criteria:
1. Identify and explore the multiple dimensions of your own identity (race, gender, class, sexuality, etc.).

2. Identify your dominant and target groups identities, examine privilege and oppression, individual as well as institutional "isms", and the potential impacts on you in your role as an educational leader.

3. Identify areas for your own continued growth and development regarding issues of equity, diversity and cultural proficiency.

4. Cite class readings that have impacted your awareness and understanding as needed.

The LIFE MAP is a visual series of pictures, drawings, and symbols representing the course of your life.

Assignment #2:

Option #1

Case Study & Analysis - Equity Challenge (30%) – *November 12, 2019*
The challenge of **leading for Equity** is making equity a clear and deliberate goal. School leaders continues to grapple with the inequities related to marginalized student groups as the achievement gaps continue to widen and reform efforts yield slight improvements. Students will identify, research and write up a new normative case study of equity challenge that they would like to address in their local context. The case study itself should be 1000-2000 words long. Your project may connect directly to one or more of the topics we cover in class; alternatively, it may be about something entirely different but that relates in some way to the overall theme(s) of the course. This project offers you the opportunity to dive deeply into a problem, idea, or set of authors that excites you. You will accompany the case study with a 1500-2000-word paper that analyzes the issues at stake in the case study and discusses who would benefit from using the case study and why. Here are examples of case studies for your review: case study examples. Refer to Equity Case Analysis Process to assist you in writing your analysis. Read two additional articles linking to what you have learned and what you know. Make explicit connections to the text and discussions. Based on these further resources, how would you address this issue? It is not necessary to identify the student or anyone else in the study, so they can be assured that all information is confidential.

OR

Option #2

1. **Assignment #1 - Multicultural Case Study & Exhibition**

Select a student for your case study who is marginalized in terms of economics, ability, family make-up, gender issues, language, culture, and/or history. Interview this student and the student's family. If possible observe the student in school and discuss with the teacher. Identify and describe historical factors that privilege and marginalize this student. Reflect on your own marginalization and privilege and how this relates to the student. It is not necessary to identify the student or anyone else in the study, so they can be assured that all information is confidential.

Develop modifications and adaptations to the instructional curriculum you would make on behalf of this student. Based on what you saw in the classroom and meeting with the family, describe what you would do differently to change this situation. The purpose of this work is to find a student having difficulty in school and develop ways to help the student succeed.

Read two additional articles linking to what you have learned and what you know. Make explicit connections to the text and discussions. Based on these further resources, how would you address this issue?

A minimum of 2,000 words and four references. Follow APA guidelines.

Graded by Rubric

Assignment #3 – Reflective Growth Journal (15%) - Due December 9, 2019

Directions: Answer each question. Make explicit connections to the text and discussion and cite in APA format. A transformative state of reflection is more than a reporting of facts, it is a form of analytic writing, meaning there is analysis involved and not just summary writing in that it demonstrates self-analysis and growth. When you assert something specific in your paper you are making a CLAIM. For each claim provide supporting information that warrants you to make that claim.

THE QUESTIONS
1. How has my view of myself as a **teacher/administrator/leader** changed in relation to developing as a culturally proficient leader, shifting from seeing cultural differences as problematic to how one interacts with students, educators and communities being served? What is my specific claim and what warrants that claim?

2. How has my view of myself as a **learner** changed in relation to my awareness of self, environment, worldview and ways I see and respond to differences? What is my specific claim and what warrants this claim?

3. What have I learned about my students, teachers, and school community in relation to inequities and understanding and appreciation of diversity? What is my specific claim and what warrants this claim?

It is expected that to answer the questions you would need a minimum of 1,000 words.

Graded by Rubric

 (If online): The course can be accessed at http://elearn.extension.ucr.edu

IV. Course Prerequisites

None
V. Required course materials

Book(s):
Required text
Lindsey, Randall B., Robins, Kikanza, N., and Raymond D Terrell. *Cultural Proficiency: A Manual for School Leaders*. 3rd ed. Thousand Oaks, Calif.: Corwin Press, 2003.
Suggested Other texts:
1. Lindsey, Randall B., Terrell, Eloise K., and Raymond D Terrell. *Culturally Proficient Leadership: The Personal Journey*. 2nd ed. Thousand Oaks, Calif.: Corwin Press, 2003.
2. The Cultural Proficient School: An Implementation Guide for School Leaders, Lindsey, Randall B., Roberts, Laraine B., and Campbell Jones, Franklin, 2nd ed. Corwin Press, Inc., 2013.

Suggested Readings:
1. Hanover Research Council, "The Value of Teacher Training Opportunities in Diversity and Culturally Responsive Education, Washington DC, 2010.
2. Guerra, P.L. and Nelson, S. W., "Changing Professional Practice Requires Changing Beliefs Phi Delta Kappan, January 2009.
3. McIntosh, P., "White Privilege: Unpacking the Invisible Knapsack", in Lee, E, Menkart, and Okazwa-Rey, M (eds.) *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist Multicultural Education and Staff Development*, Teaching For Change, Washington DC, 2006; p. 84-86.
4. Olsen, Ruth Anne, "White Privilege in Schools" in Lee, E, Menkart, and Okazwa-Rey, M (eds.) *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist Multicultural Education and Staff Development*, Teaching For Change, Washington DC, 2006. p. 87-88.
5. DeRosa, P., "Facing the Fear: White Leaders, Diverse Communities, and Racism", ChangeWorks Consulting, 2002.
6. Lee, Enid, "Anti-Racist Education: Pulling Together to Close the Gaps", in Lee, E, Menkart, and Okazwa-Rey, M (eds.) *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist Multicultural Education and Staff Development*, Teaching For Change, Washington DC, 2006; p. 3-12.
7. Nieto, S., "Affirmation, Solidarity, and Critique: Moving Beyond Tolerance in Education", in
in Lee, E, Menkart, and Okazwa-Rey, M (eds.) *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist Multicultural Education and Staff Development*, Teaching For Change, Washington DC, 2006. p. 18-29.

8. Institute for Educational Leadership, "Preparing and Supporting Diverse, Culturally Proficient Leaders", Washington DC, 2005.
9. Lee, E., "Looking Through An Anti-Racist Lens", in Lee, E, Menkart, and Okazwa-Rey, M (eds.) *Beyond Heroes and Holidays: A Practical Guide to K-12 Anti-Racist Multicultural Education and Staff Development*, Teaching For Change, Washington DC, 2006. p. 404-406.

VI. Course Organization

Unit	Learning Outcomes	Readings	Topics	Discussion or Discussion Board
Unit 1 9/30/19	CLO 3 CLO 4	Cultural Proficiency: Manual for School Leaders **Chapter 1 pages 2-21**	Cultural Proficiency	Threaded Discussion Cultural Competence Self-Assessment Awareness Checklist
Unit 2 10/7/2019 Asynchronous Meeting	CLO 2 CLO 5 CLO 7	Cultural Proficiency: Manual for School Leaders **Chapter 2 pages 22-42**	Equity Leadership: The History of Public Education **Video**	Threaded Discussion Circles of My Multicultural Self
Unit 3 10/14/2019	CLO 1 CLO 5 CLO 8	Cultural Proficiency: Manual for School Leaders **Chapter 3 pages 43-56**	Cultural Proficient Leadership	Threaded Discussion Cultural Identity Worksheet
Unit 4 10/21/2019	CLO 1 CLO 8	Cultural Proficiency: Manual for School Leaders **Chapter 4 pages 57-66**	Leading from Inside-Out	Threaded Discussion **Life Map Assignment** **Life Map PowerPoint**
Unit 5 10/28/2019	CLO 7 CLO 8	Cultural Proficiency: Manual for School Leaders **Chapter 5 pages 67-96**	Equity-Minded Leadership: Overcoming Barriers to Cultural Proficiency	Threaded Discussion "Your Why" Worksheet

Unit 6 11/4/2019 Asynchronous Meeting	CLO 5 CLO 6 CLO 7 CLO 8	Read additional articles that support your assignments	**Case Study & Analysis**	Threaded Discussion
Unit 7 11/12/2019	CLO 3 CLO 4	Cultural Proficiency: Manual for School Leaders **Chapter 6 pages 97-109**	Discovering Self and others: Guiding Principles to Cultural Proficiency	Threaded Discussion **Case Study and Exhibitions**
Unit 8 11/18/2019	CLO 1 CLO 4	Cultural Proficiency: Manual for School Leaders **Chapter 7 pages 110-122**	Seeing and Responding to Differences: Macro and Microaggressions	Threaded Discussion **Case Study and Exhibitions**
Unit 9 12/2/2019	CLO 5 CLO 6 CLO 7 CLO 8			Threaded Discussion **Case Study and Exhibitions**
Unit 10 12/9/2019	CLO 5 CLO 6 CLO 7 CLO 8	Cultural Proficiency: Manual for School Leaders **Chapter 8 & 9 pages 123-159**	Call to Action: Making the Commitment to Cultural Proficiency	Reflective Growth Journal is due

VII. Course Attendance & Participation

- Attendance and active participation. All students share responsibility for creating a positive and challenging learning environment.
- Preparation, participation, sensitivity, and respect for the ideas of others allow for in-depth exploration of complex issues and examination of multiple perspectives.
- Demonstrated knowledge in regard to all reading assignments. Students will engage conscientiously with the course readings and utilize information from readings in class discussions and in written assignments.
- Well-developed written assignments should be grammatically sound, typed, double-spaced, and numbered.

VIII. Grading Policy and Grade Scale

Your grading policies should be clearly stated in the syllabus. Include a grading scale, and if you grade on a curve, explain how you calculate the grades. Indicate how many points are possible for each assignment. Explain your policy on late work and missed tests.

Letter Grade	Percent Grade	4.0 Scale		Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0		C+	77-79	2.3
A	93-96	4.0		C	73-76	2.0
A-	90-92	3.7		C-	70-72	1.7
B+	87-89	3.3		D+	67-69	1.3
B	83-86	3.0		D	65-66	1.0
B-	80-82	2.7		F	Below 65	0.0

For Extension grading policies and information about Incomplete grades go to:
http://www.extension.ucr.edu/resources/resource/Grades_and_Grade_Appeal_and_Satisfactory_Academic_Progress

Course Evaluation

All students will receive an email prompting them to complete an anonymous course evaluation. Students have a limited amount of time to respond to the evaluation survey. UCR Extension strongly encourages all students to complete the course evaluation promptly after receiving the email. Student feedback is very valuable. The information collected is used to evaluate course effectiveness and instructor performance. As well, the information aids Extension in determining future course offerings and provides Extension with a mechanism to better serve students.

IX. Student Email Accounts

Your email account is an important tool for your participation this course. Make sure that your mailbox has enough room to accept messages and attachments. If you are using an email account provided by your employer, check to see that your account can receive email from outside your local network. School districts frequently reject emails from our server because of filtering software and many students never receive course

announcements or other materials. Additionally, do not use an automated responder with the email account you are using with your course. If you have concerns about getting unwanted emails because your email account is visible to others in your course, set up an account specifically for your online course using a free service (Google, Yahoo, Hotmail).

X. Plagiarism
All written work must be the product of the student submitting the work. While students may be permitted by the instructor to work together on in-class assignments, all work done outside the classroom must be done by the student without collaboration or sharing with other students or non-students. Credit must be given for any material used which is not created by the student, including images. If a student is determined to have violated this policy, he/she will receive a zero for the assignment and be reported to the Program Director. A second finding of plagiarism or cheating will result in the student being withdrawn from the course by the instructor and reported to the Registrar.

Academic Integrity at UCR --
https://conduct.ucr.edu/policies/academic-integrity-policies-and-procedures

UCR Policy on Plagiarism and Academic Integrity--
http://senate.ucr.edu/bylaws/?action=read_bylaws&code=app&section=06%20)

For Online Courses:

Introduction
Moodle is compatible with the latest versions of Google Chrome, Mozilla Firefox, Apple Safari, and Microsoft Internet Explorer.

Necessary Technical Skills
In order to complete this course, you should know how to:

- Access websites and search for material online
- Create and send documents as email attachments
- Download and open files on your computer
- Save files in required formats (MS Word, PDF) and upload them to your class

If you need additional instruction you may access the Moodle site tutorial at:
http://docs.moodle.org/20/en/Student_tutorials

Security
If you access the course from a public computer, be sure to log out of the course and completely close the browser when you are done. This will prevent others from accessing the course using your student identification. Do not share your NetID and password with others.

Participation Guidelines
- Check the forums frequently.
- Use the email subscription feature to receive email alerts when someone posts to the forum. Keep your responses on the topic of discussion.
- Use informative titles with your forum posts.
- Use capitalization to highlight a point, but don't post messages in all caps. This is usually interpreted as shouting.
- Think about what you have written before you post it to the forum. Moodle allows 30 minutes for you to reconsider and edit your message before others will see it.
- Cite all quotes, references, and sources.
- Keep your postings brief, but when you need to write something longer, you can warn others at the start of your post that it is lengthy.
- Be careful how you use humor online. It's not as easy to tell that something is a joke as it might be in face-to-face communication. Use emoticons such as the smiley face :-) to indicate humor.

Your online presence is an important part of the class. You should log on at least twice a week and make contributions to the online forums. Responding to someone's forum post with "Yes, that's a good point" or "I agree with that" doesn't count as adding to the discussion. Start a new topic or make a substantive contribution to the existing discussion.

Participation in the online forums each week is **required** to earn a passing grade in this course.

Support
If you have any questions related to Moodle, please email elearninghelp@ucx.ucr.edu or contact your instructor. Problems with your NetID and course access should be sent to netidhelp@ucx.ucr.edu.