Originating Course Information

Offering of Education: Educ Policy & Ldrshp 7897.10: Special Topics: Educational Policy and Leadership

Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
Requirement/Elective Designation: Not A General Education course

General Information

Type of Request: Flexibly Scheduled, Off Campus
Term of Offering: Summer 2012 - Full Summer Term
Level/Career: Graduate
Rationale for proposing this offering: The rationale of this course is to help professionals in educational settings (as well as other settings) have a knowledge base for working more effectively with children and adults of varying cultural backgrounds.
Description for this offering: This course will explore various aspects of multicultural education understanding that it “cannot be understood in a vacuum”. Diversity as it relates to the classroom, academic achievement, teaching, leadership as well student’s well being.

Attachments

• diversity matters summer 12.doc: Syllabus
  (Syllabus. Owner: Zircher, Andrew Paul)
• OneTimeSupplementMiranda.doc: Supplement
  (One Time Form Supplement. Owner: Zircher, Andrew Paul)

Comments

Workflow Information

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<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
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<tr>
<td>Submitted</td>
<td>Zircher, Andrew Paul</td>
<td>04/09/2012 11:24 AM</td>
<td>Submitted for Approval</td>
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<tr>
<td>Approved</td>
<td>Wheaton, Joe Edward</td>
<td>04/09/2012 11:53 AM</td>
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<td>Approved</td>
<td>Anderman, Eric Mitchell</td>
<td>04/09/2012 11:57 AM</td>
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<td>Ronis, Jason Chadwick</td>
<td>04/19/2012 08:50 AM</td>
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<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Zircher, Andrew Paul</td>
<td>04/19/2012 08:50 AM</td>
<td>College Approval</td>
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</table>
A. **One-time Request Information** (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) __25____________
2. Enrollment Capacity __20____________
3. Waitlist Capacity __5____________
4. Final Exam:
   - [ ] Yes  [x] No
   - [ ] Last Class (Note: per faculty rules, this option is **NOT** available for the Undergraduate career)
   a. Exam Seat Spacing ______________
5. Special Instructions or Additional Information

______________________________________________________________________________

______________________________________________________________________________

6. Class Search Title (18 character limit) **Diversity Matters** ________________
7. Display in Class Search:
   - [x] Yes  [ ] No
8. Credit Hours __02____________
9. Course Components (check all that apply):
   - [ ] Clinical
   - [ ] Laboratory
   - [ ] Field Experience
   - [x] Lecture
   - [ ] Independent Study
   - [ ] Recitation
10. Graded Component (check one):
    - [ ] Clinical
    - [ ] Laboratory
    - [ ] Field Experience
    - [x] Lecture
    - [ ] Independent Study
    - [ ] Recitation
11. Campus of Offering (check all that apply):
    - [x] Columbus  [ ] Marion  [ ] Newark
    - [ ] Lima  [ ] Mansfield  [ ] Wooster (ATI)
12. Prerequisites and Exclusions N/A

13. Permission to Enroll in this course: ☑ No Consent needed ☐ Department Consent
☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date 6-11-12 to 6-21-12

2. Previous quarter(s) of offering and enrollment Summer 2011 17 students

3. Expected enrollment for proposed quarter of offering 20 students

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site TBD

6. Will course be taught in distance learning format: ☐ Yes ☑ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
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<tr>
<th></th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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<tbody>
<tr>
<td>Level and Credit Hours:</td>
<td></td>
<td></td>
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<tr>
<td>Class/Lab Contact Time:</td>
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<td>33 hours</td>
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<tr>
<td>Prerequisites:</td>
<td>None</td>
<td>None</td>
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<td>Exclusion or Limiting</td>
<td>None</td>
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<tr>
<td>Grade Options (Check)</td>
<td>☐ Letter ☐ S/U ☐ Progress</td>
<td>☐ Letter ☑ S/U ☐ Progress</td>
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<td>Number of Hours of</td>
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<td>out-of-class preparation</td>
<td></td>
<td>33</td>
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<tr>
<td>required:</td>
<td></td>
<td>Length of each class: 6</td>
</tr>
</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):
Six hours a day of face to face class times for 5 consecutive days. Will meet the following week for
3 hours for wrap up and to turn in final assignments

Instructor  Antoinette  Miranda
Rank  Associate Professor

Qualifications (explain any difference in rank/qualification from on-campus instructors)
N/A

Explain differences in teaching arrangements from on-campus offerings
No difference

Student Services (explain how they will be provided to off-campus students):
Registration At CCS
Office Hours ½ hour before class and 1 hour after class

Academic Advising

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

2. Expected enrollment for proposed quarter of offering:
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

- Cover Letter
- Syllabus
- Study Tour Academic Plan
- Study Tour Administrative Plan
- Concurrence Letters / Forms
- GE model curriculum compliance statement
- GE course assessment plan
- Memo of Understanding
- Appeal statement
- Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   - [ ] Clinic Field Experience
   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - SUN

4. Meeting start time: _8:30__________  5. Meeting end time: __3:30__________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
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<tbody>
<tr>
<td>Primary</td>
<td>Yes</td>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
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<tbody>
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<td>2</td>
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9. Notes: ______________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________
   ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

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   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
   - [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________
5. Meeting end time: ____________

6. Instructors. Provide at least 1 primary instructor.

<table>
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_____________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
1. Component (Section) Type (Choose 1):
   - [ ] Clinical
   - [ ] Field Experience
   - [ ] Independent Study
   - [ ] Lab
   - [ ] Lecture
   - [ ] Recitation
   - [ ] Seminar
   - [ ] Workshop

2. Instruction Mode. (Choose only ONE):
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   - [ ] Computer taught
   - [ ] Distance Learning
   - [ ] Flexibly Scheduled
   - [ ] In Person
   - [ ] Video Taught

3. Meeting Pattern
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4. Meeting start time: ___________  5. Meeting end time: ___________

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9. Notes: ______________________________________________________________
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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 3
PAES 727.63

Course Description: The rationale of this course is to help professionals in educational settings (as well as other settings) have a knowledge base for working more effectively with children and adults of varying cultural backgrounds. This course will explore various aspects of multicultural education understanding that it “cannot be understood in a vacuum”. Diversity as it relates to the classroom, academic achievement, teaching, leadership as well student’s well being will be explored. Specific strategies to assist diverse students in the class will be incorporated.

Relationship to Other Courses/Curricula: This course has no relationship to previous existing courses on campus. This course is specifically designed for Columbus City School teachers.

Course Objectives

Participants will develop an awareness and sensitivity to his/her own cultural heritage and to valuing and respecting differences.

Participants will be knowledgeable of how a child’s cultural background can influence his participation in the educational system.

Participants will learn how to be culturally responsive when attending to parents’ voices and engaging them in the education of their children

Participants will engage in discussion on topics of race, culture, and equity within education while making connections across culture and classroom environments.

Participants will build leadership capacity for applying culturally proficient educational practices to their school/district.

Readings available on CARMEN

Evaluation/Grading:

Attendance and Participation……………….10% 10 points

Reflections Journals…………………………30% 30 points

Cultural Heritage Paper……………………30% 30 points

Personal Plan……………………………...30% 30 points

Grading is S/U: A grade of S requires you to achieve a grade of 83% and above

Course Schedule:

Monday
8:30-9:00 Introduction
9:00-10:00 Understanding why diversity matters
10:15-10:30 Break
10:30-11:30 The concept of race, Understanding privilege, Racism and Oppression,
11:30-12:30 Lunch
12:30-2:00 Video-Understanding race
2:00-2:15 Break
2:15-3:30 Racial and Ethnic Identity
Readings #1, 2, 3
Our schools: Chapter 1 & 2

Tuesday
8:30-9:00 Reflections and #1 Reflection paper due
9:00-10:15 Racial and ethnic identity and how it factors into academic achievement
10:15-10:30 Break
10:30-11:30 Racial and ethnic identity con’t
11:30-12:30 Lunch
12:30-2:00 Issues of poverty and classism
2:00-2:15 Break
2:15-3:30 Why reading is so problematic in urban schools and how to make changes
Readings for Discussion: #2, 3, 4, 10,
Our schools: Chapter 3

Wednesday
8:30-9:00 Reflections
9:00-10:15 Closing the achievement gap
10:15-10:30 Break
10:30-11:30 Video: Closing the achievement gap
11:30-12:30 Lunch
12:30-2:00  Poor Schools, Poor Students, Successful Teachers
2:00-2:15  Break
2:15-3:30  Empowering students to close the achievement gap
Readings:  #5, 6, 7, 9, & 10
Our schools:  Chapter 4

Thursday
8:30-9:00  Reflections and #2 Reflection paper due
9:00-10:15 The Browning of American Education
10:15-10:30 Break
10:30-11:30 Helping African-American Girls finding their voice
11:30-12:30 Lunch
12:30-2:00 African-American Boys and the educational system
2:00-2:15 Break
2:15-3:30 Latino American students and language issues
Reading:  #8, 11, & 12

Friday
8:30-9:00 Reflections #3 Reflection paper due
9:00-10:15 Culturally responsive teaching
10:15-10:30 Break
10:30-11:30 Making the curriculum relevant
11:30-12:30 Lunch
12:30-2:00 School connectedness for all students
2:00-2:15 Break
2:15-3:15 Strategies for building relationships with your diverse students
3:15-3:30 Next Steps
Reading:  #TBA

2nd week
Thursday
8:30-11:30 Student climate, student culture: Necessary changes toward an academic school culture
Assignments:  Turn in final two assignments

Course Requirements:

Course activities and assignments are designed to assist participants in developing their own cultural self-awareness as they become cross-culturally competent. It is hoped that assignments will aid in your journey towards cultural competence. Guidelines will be provided for each assignment

1. Reflection Papers-Each participant will be responsible for 3 typed, one page reflection papers during the course. In these papers, you will respond to and make connections to your academic/life experiences and course readings as it relates to
diversity. You can also include reflections on videos, class discussion, and other class activities. See syllabus for due dates. 3x 10 points = 30 points (30%)

2. Cultural Heritage Paper-Participants will prepare a paper discussing their own cultural heritage and its impact upon their interaction with minority and majority people. Literature or personal correspondence describing the students’ culture should be consulted and incorporated into the paper. The paper should not exceed ten double-spaced pages. 30 points (30%). Will be due the second week of class.

3. Write a personal plan on how you can be more aware, inclusive, and culturally responsive in addressing issues of diversity in your job in the schools to promote academic achievement of all students. This should be at least a two page double spaced paper that outlines how you can take what was learned in the course and apply to your job. (30%) Will be due the second week of class.

4. Class participation 10 points (10%)

**Policies for Missed Exams/Quizzes** - N/A

**Policies for Student Conduct and Participation** - Due to the class being only one week, Participants are expected to attend all sessions. If you have a conflict, please talk to the instructor at least a day before the conflict will occur. If there is an unavoidable conflict (ie. Doctor’s appt made several months ago) the participant will be required to write a reflection paper on the reading assignment due that class.

**Academic Misconduct:**
The School of Physical Activity and Educational Services has set forth clear policies and procedures regarding academic misconduct. These procedures can be found in the program handbook and the Patterns of Administration, and students are expected to read and follow these policies. All projects and tests will represent your own work. The student is responsible for understanding the limits of collaboration on all work in this class. Any use of others’ ideas and words without proper citation of sources is plagiarism and will result in a formal response from the instructor and university. Additionally, all assignments submitted in the course should be work produced specifically for this course. Academic misconduct will be handled on an individual basis; however, in most cases, students will receive the strictest consequences given by the University as explained in the academic misconduct policy.

**ODS Statement:** Any student who feels s/he may need an accommodation based on the impact of a disability should contact one of the instructors privately to discuss specific needs. The Office of Disability Services is relied upon for assistance in verifying the need for accommodations and developing accommodation strategies. Please contact the Office for Disability Services at 614-292-3307 (V) or 614-292-0901 (TDD) in room 150 Pomerene Hall to coordinate reasonable accommodations; [http://www.ods.ohio-](http://www.ods.ohio-).
Please make sure that students know they will be expected to follow Americans with Disabilities Act Guidelines for access to technology.

**Grievances and Solving Problems** -- According to University Policies, available from the Division of Student Affairs, if you have a problem with this class, “You should seek to resolve a grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, with the department chairperson, college dean, and provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23, which is available from the Office of Student Life, 208 Ohio Union.” “Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant’s department. “

**Statement on Diversity:** The School of PAES is committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the School seeks to develop and nurture diversity, believing that it strengthens the organization, stimulates creativity, promotes the exchange of ideas, and enriches campus life. The School of PAES prohibits discrimination against any member of the school’s community on the basis of race, religion, color, sex, age, national origin or ancestry, marital status, parental status, gender identity, sexual orientation, ability status, health status, or veteran status.

**Off-Campus Field Experiences:** N/A

**Technology:** To be consistent with professional standards, students may be expected to demonstrate certain technological skills in this class. These skills include using e-mail, searching the internet, and understanding basic word processing and power point. Students will also be expected to have e-mail accounts. Much of the out-of-class communication with students is done via e-mail. And students may also be required to download Word and Power Point documents for class.

**Required Readings:** Readings can be accessed on CARMEN which will be made available to students two weeks before class starts. An email will be sent to participants letting them know when the articles can be accessed.

1. White Privilege and Male Privilege
2. Racial Formations
3. Event of becoming
4. Wage gap and its costs
5. Racial disparities and discrimination in Education: What do we know, How do we know it, and When do we need to know?
6. The achievement gap: Myths and realities
7. The canary in the mine
8. (Un)Necessary Toughness?; Those “loud black girls” and those “quiet Asian Boys”
9. It’s not “a black thing”: Understanding the burden of acting white and other dilemmas of high achievement
10. Identity and School Adjustment: Revisiting the “Acting White” Assumption
11. “Ladies” or “Loudies”? Perceptions and Experiences of Black Girls in Classrooms
12. Latinos and Education: Explaining the Attainment Gap