Term Information

Effective Term: Spring 2016

General Information

Course Bulletin Listing/Subject Area: Educ Sts: Educational Admin
Fiscal Unit/Academic Org: School/Educ Policy&Leadership - D1280
College/Academic Group: Education & Human Ecology
Level/Career: Graduate
Course Number/Catalog: 7883.02
Course Title: Culture & Efficacy In Education
Transcript Abbreviation: Cltr&EfficacyInEd
Course Description: The course will provide participants with the opportunity to develop a multicultural awareness and develop cultural competency as they explore the impact of an increasingly diverse society in the United States. Particular emphasis will be placed on gaining self-awareness around issues of cultural diversity as well as expanding one’s knowledge base in the area of diversity.

Semester Credit Hours/Units: Fixed: 1.5

Offering Information

Length Of Course: 14 Week, 7 Week, 4 Week (May Session), 12 Week (May + Summer)
Flexible Scheduled Course: Sometimes
Does any section of this course have a distance education component?: Yes
Is any section of the course offered: Greater or equal to 50% at a distance
Less than 50% at a distance
Grading Basis: Letter Grade
Repeatable: No
Course Components: Lecture
Grade Roster Component: Lecture
Credit Available by Exam: No
Admission Condition Course: No
Off Campus: Never
Campus of Offering: Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites: ESEADM 7883.01
Exclusions

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code: 13.0401
Subsidy Level: Doctoral Course
Intended Rank: Masters, Doctoral, Professional
Requirement/Elective Designation

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Develop awareness to his/her own cultural heritage and value and respect differences. Explore issues of racism, prejudice, oppression and discrimination as it occurs in the US and understand its impact on culturally different individuals.

Content Topic List

- Participants will also gain a better understanding of the dynamics of urban schools and the relationship between minority status and poverty, and educational achievement in urban schools.

Attachments

- ESEADM 7883.docx
  (Syllabus. Owner: Amos,Melissa Christine)

Comments

- This course is being offered in support of Bright Fellows program in Fisher College of Business. It is currently being taught as a one-time offering of ESCFE 8209 and is the required co-requisite of ESEADM 7883.01. (by Amos,Melissa Christine on 09/03/2015 10:48 AM)

Workflow Information

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ESEADM 7883.01 & ESEADM 7883.02, *Culture & Efficacy in Education (3 semester hours)*
Module 1 & 2

**Office Hours:** By appt

**Email:** miranda.2@osu.edu

**Instructor:** Antoinette Miranda

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**Office:** A438 PAES Building

**Email:** miranda.2@osu.edu

**Office Phone:** 614-292-5909

**BRIGHT Program Mission**

BRIGHT’s mission is to take qualified candidates, many of whom are from outside of the education industry and prepare them to be principals of underperforming k-12 schools by giving them a business acumen (the BrightMBA) and a core experience (a year of in-building training). The program will identify, recruit, develop and place 30 new outstanding leaders as aspiring Ohio school building principals by the fall of 2015.

**The Fisher Student Standards of Conduct**

According to the Standards of Conduct of the Fisher College of Business, students are expected to:

- represent themselves truthfully in all situations;
- conduct themselves in a manner that does not seek to gain an unfair advantage over other members of the Fisher community;
- demonstrate respect for all property that does not belong to them;
- be personally accountable for one’s own actions.

Students are expected to be acquainted with the Standards, to adhere to the letter and spirit of the Standards, and to take action when witnessing a breach of the Standards.

**Course Description:** The course will provide participants with the opportunity to develop a multicultural awareness and develop cultural competency as they explore the impact of an increasingly diverse society in the United States. Particular emphasis will be placed on gaining self-awareness around issues of cultural diversity as well as expanding one’s knowledge base in the area of diversity. Participants will also gain a better understanding of the dynamics of urban schools and the relationship between minority status and poverty, and educational achievement in urban schools.

**Relationship to Other Course/Curricula:**
This course has no relationship to other courses offered within or outside of the College.

**Objectives:**
• Develop an awareness and sensitivity to his/her own cultural heritage and to valuing and respecting differences.

• Explore issues of racism, prejudice, oppression, and discrimination as it occurs in the United States and understand and be knowledgeable of its impact on culturally different individuals.

• Gain specific knowledge and information about the major ethnic groups in the United States.

• Knowledgeable of how a child’s cultural background can influence his participation in the educational system.

• Develop an understanding regarding the research on diversity as it relates to children in general and children with disabilities in particular.

• Knowledgeable of current literature and sources of information related to culturally diverse students in the educational settings.

• Develop an understanding of the characteristics of urban schools including the relationship between poverty, minority status, and academic achievement.

• Develop a basic understanding of the research in urban education and urban settings.

• Understand the characteristics of urban schools.

• Understand the different models of urban education reform and why urban education reform is so difficult.

• Understand and become knowledgeable of desegregation, past and present, and its implications for minority children.

• Become knowledgeable of how politics and the economy affect urban schools as well as the role they play in urban education reform.

• Become knowledgeable of how to deliver services in urban schools from a best practice perspective.

**Off-campus Field Experience:** School placement site

**Diversity Statement:**
At Fisher College of Business, we champion diversity in intellectual thought and perspective. We inspire leadership through passion, integrity, hard work and the desire to succeed. Students join our programs because of the culture we have designed and our emphasis on high-impact teaching and research. We continually seek to expand ethnic and cultural diversity as a contributor to intellectual diversity – and as a key factor in our success.

**Technology Statement:**

To be consistent with professional standards, participants 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. Participants will also be required to download Word and Power Point documents for class and utilize CARMEN for submission of assignments.

**Students with Special Needs:** Students with special needs that affect their ability to participate fully in the class or to meet all course requirements should bring this to the instructor’s attention so that appropriate accommodations can be arranged. University recognized accommodations (ADA accommodations) will be provided only for students who have a formal relationship with the Office for Students with Disabilities. Requesting for these accommodations is the sole responsibility of the student. As an instructor, I will make every effort to address the special needs of students while maintaining the integrity of the learning experience.

**Academic Integrity:**

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.

**Format:**

There will be six four-hour meetings of the class. Class time will be devoted to lectures, case discussions, and presentations. Lectures will provide analytical concepts that will integrate the readings and serve as useful frameworks for a richer understanding of cases and what is experienced in your field-based placements.
Textbooks:
Jensen, E. (2009) Teaching with poverty in mind: what being poor does to kids' brains and what schools can do about it


Additional Readings: Readings, discussion questions and case material will be available on CARMEN.

Module I

Pre-Assignment for the August Session 1

Topic: Understanding Privilege, Race, and Ethnic Identity

Assignment to be completed by Session 1 August (complete in this order)

Write a 2-3 page reflection paper answering the following questions.

What is race? What were the messages you heard growing up about your race? Other races? Do you think these messages about race are based on physical characteristics and differences assigned at birth or are filtered through cultural beliefs and learned? Explain.

Do you believe the United States is a racist society? Why or why not? How would you define racism, anyway? Is it a societal and institutional phenomenon, or a personal, individual mindset? Perhaps both?

What is privilege? How can it be applied to race in the U.S.? Who has it? Who does not? How can people with privilege affect society in ways people without privilege cannot?

Please submit this paper on CARMEN by August 1, 2015

Preparation for August Session 1

Privilege, Race, and Social Class and the impact in education

Readings
  a. “White Privilege, Unpacking the invisible Knapsack”
  b. “Childhood in white”
  c. “Midlife wake-up calls”
  d. “Everyone is different, everyone belongs”
  e. “Rich people create jobs! And five other myths that must die for our economy to live:"
  f. “The making of the American 99% and the collapse of the middle class”
  g. “The event of becoming”
  h. “This person doesn’t sound white”
Watch Dr. Doug Downey’s talk https://www.youtube.com/watch?v=kVEFe42jELc&feature=youtu.be

Watch “People Like Us” This is a PBS special that is no longer on the PBS website. Below is a link in which you can look at all episodes (10) with an update on Tammy’s story. They are short, 5-9 minutes. It is about social class.

https://www.youtube.com/watch?v=nU5MtVM_zFs&list=PLC6D871A2A8C3C8EF

**Small Group Preparation:** In your groups, discuss your initial observations in your schools in terms of the impact of race and social class with the readings and videos in mind. As a group, make note of any issues with teachers and/or students, that might be related to race and/or social class. What impact, if any, do they have? As a group, identify a spokesperson that will be ready to present your observations in class. I will not be collecting your notes.

**Pre-Assignment for the September Session 2**

**Topic:** Cultural Self-Awareness

**Assignment to be completed by Session 2 September**

**Cultural Heritage.** 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 can be consulted and incorporated into the paper. The paper should not exceed ten double-spaced pages.

**An observational/response journal** will be kept during Module 1 & 2. The journal is a place to record your reflection on class discussions, readings, films and videos shown in class as well as events occurring in your field placement that relate to diversity. It is also a place to record examples of racism (individual, institutional, or cultural) that you experience or witness during the course of your weekly activities. You must complete 4 journal entries that should be at least 1 page in length. Topics to write on may be assigned. **Journal 1 is due by Session 2**

**Preparation for September Session 2**

**Topic:** Cross Cultural Competence

**Readings:**

a. “Understanding Privilege in America”
b. “Microagression NY Times”
c. “Best practice in increasing cross cultural competence”
Discussion questions for class:

1. Based on your experiences in your schools so far, have you witnessed any examples of microaggression? If so, describe the incident.
2. How does race, social class, and privilege play out in your schools, if at all?
3. Do the teachers in your building reside in the school district they work in? Does this make a difference?
4. What is the impact of poverty on the day to day activities in your school, if any.

Pre-Assignment for the October Session 3

Topic: The Achievement Gap

Assignment to be completed by Session 3 October


Preparation for October Session 3

Topic: Closing the Achievement Gap

Readings:

a. “Achievement Gap: Contextualizing the Problem”, Dr. Tyrone Howard
b. Lisa Delpit: Part One: Inherent Ability
c. Eric Jensen: Chapters 1 & 2
d. ‘NCLB: Measure and Punish”, Diane Ravitch

Discussion questions for class:

1. Has your school been able to close the achievement gap in reading? In math? Over the past 3 years?
2. What is their Value Added? Were they able to make at least one year of growth?
3. What intervention programs are in place to address the gap? Have they been successful?
4. How does poverty impact the achievement gap?

Module 2

Pre-Assignment for the November Session 1

Topic: Educational Reform in Urban Schools, Transforming schools for success

Assignment to be completed by Session 1 November
Small Group presentation: Each group will identify a topic around closing the achievement gap. There are to identify program(s) that have successfully closed the achievement gap in high poverty schools. Further detailed guidelines will be presented at the end of Module 1, Session 2. The presentation will be no longer than 15 minutes.

Project Implicit: Visit project implicit and take several of their Implicit Association Tests.

Information about IAT [https://implicit.harvard.edu/implicit/education.html](https://implicit.harvard.edu/implicit/education.html)
The different tests [https://implicit.harvard.edu/implicit/selectatest.html](https://implicit.harvard.edu/implicit/selectatest.html)

Preparation for November Session 1

Topic: Educational Reform in Urban Schools, Transforming schools for success

Readings:

a. “What I learned about school reform”
b. “The business model in New York City”
c. “The Billionaire Boys’ Club”
d. Nathan-Chapters 1 & 2

Pre-Assignment for the December Session 2

Topic: School to Prison Pipeline, Teachers making a difference

Assignment to be completed by Session 2 December


View short video: [https://www.youtube.com/watch?v=YnGctoUq-fA](https://www.youtube.com/watch?v=YnGctoUq-fA)

Preparation for December Session 2

Topic: School to Prison Pipeline; Behavioral Intervention, Teachers making a difference

Readings:

a. “The school to prison pipeline: Time to shut it down”
b. “Are zero tolerance policies effective in the schools?”
c. “The discipline gap and African-Americans: Defiance or cooperation in the high school classroom”
d. Nathan-Chapters 3 & 4

Discussion questions for class: TBD

Pre-Assignment for the January Session 3

Topic: Culturally Responsive Practices

Assignment to be completed by Session 2 December
**An observational/response journal:**Topic of your choice. **Due by Session 3.**

**Short Research Paper:** Participants will choose from several topics presented in Module 2, Session 1. The paper length will be between 6-10 pages, at least 5 references, and in APA style. Paper will be due January 17, 2016, 11:59 pm.

**Preparation for January Session 3**

**Topic: Culturally Responsive Practices**

**Readings:**

a. Eric Jensen: Chapter 3, 4, & 5  
b. “Warm demanders: The importance of teachers in the lives of children of poverty”  
c. “Skin Deep learning: Teaching those who learn differently”  
d. “I don’t like it when they don’t say my name right: Why “reforming” can’t mean “whitening”.”  
e. Nathan-Chapters 5 & 6

**Discussion questions for class: TBD**

**SCHEDULE/OUTLINE**

**MODULE 1**

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<th>Session</th>
<th>Topic(s)</th>
<th>Assignments Due</th>
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| August, Session 1  | Privilege, race, and social class and the impact on education | 2-3 page reflection paper due August 1, 2015  
Small group preparation |
| September, Session 2 | Cross cultural competence                           | Cultural Heritage paper  
Observational/reflection journal |
| October, Session 3 | Closing the Achievement Gap                         | Observational/reflection journal  
Discussion questions  
ODE Report card (non-graded) |

**MODULE 2**

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<td>Educational Reform; Transforming schools for success</td>
<td>Small group presentation</td>
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| December, Session 2 | School to prison pipeline; teachers making a difference | Observational/reflection journal  
Discussion questions |
| January, Session 3 | Culturally Responsive Practices                      | Short Research paper  
Observational/reflection journal |
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