



## **WAYLAND BAPTIST UNIVERSITY SCHOOL OF EDUCATION**

### **VIRTUAL CAMPUS--SCHOOL OF EDUCATION**

**Mission:** Wayland Baptist University exists to educate students in an academically challenging, learning-focused and distinctively Christian environment for professional success and service to God and humankind.

**COURSE:** EDUC 5390 VC01 Training Leaders in a Diverse Multicultural Environment

**TERM AND DATES:** Fall 2020 (Aug 17, 2020—Oct 10, 2020)

**INSTRUCTOR'S NAME:** Dr. Tami Prichard

**PHONE NUMBER:** 806-787-1288 (cell)

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**CLASS MEETING TIMES/LOCATION:** This is an internet based class and it does not have designated meeting times. Assignments are presented in weekly sessions and are due by Sunday evening each week as noted on the Course Syllabus/Outline. Access is provided to the class materials via Blackboard using student login and password.

**CATALOG COURSE DESCRIPTION:** Comparative analysis of the diverse cultural groups in the United States and their changing sociological, economic and political status and understanding these factors and their effects on leaders and their training. No prerequisites are required.

#### **REQUIRED TEXTBOOK(S) AND RESOURCE MATERIALS:**

Student Textbook: Race, Ethnicity, Gender and Class: Sociology of group conflict and change. Healey, Joseph F., 8th Edition

Publisher: Sage Publishing, 2019

Access to the internet is required; Blackboard is the learning system. All class materials distributed online; all assignments collected online. Access to WBU Learning Resources [www.wbu.edu/lrc](http://www.wbu.edu/lrc)

## **COURSE OUTCOME COMPETENCIES:**

This course provides the students with the ability to:

Competency 011: The entry-level principal knows how to provide ethical leadership by advocating for children and ensuring student access to effective educators, programs, and services.

- A. Implements policies and procedures that require all campus personnel to comply with the Educators' Code of Ethics (TAC Chapter 247)
- B. Models and promotes the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors,
- C. Advocates for all children by promoting the continuous and appropriate development of all learners in the campus community
- D. Implements strategies to ensure that all students have access to effective educators and continuous opportunities to learn
- E. Promotes awareness and appreciation of diversity throughout the campus facilitates and supports special campus programs that provide all students with quality, flexible instructional programs and services (e.g., health, guidance, and counseling programs) to meet individual student needs
- F. Applies legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, and discrimination) to protect the rights of students and staff and to improve learning opportunities
- G. Articulates the importance of education in a free, democratic society

## **MEANS FOR ASSESSING STUDENT ACHIEVEMENT OF THE OUTCOMES:**

Discussion Board Communication (weekly)

Responses to Chapter Questions

Journal Articles

Final Exam

## **DISABILITY STATEMENT:**

In compliance with the Americans with Disabilities Act of 1990 (ADA), it is the policy of Wayland Baptist University that no otherwise qualified person with a disability be excluded from participation in, be denied the benefits of, or be subject to discrimination under any educational program or activity in the university. The Coordinator of Counseling Services serves as the coordinator of students with a disability and should be

contacted concerning accommodation requests at (806) 291-3765. Documentation of a disability must accompany any request for accommodations.

### **COURSE REQUIREMENTS & GRADING CRITERIA:**

**1. Campus Attendance Policy:** Students enrolled at Wayland Baptist University should make every effort to attend all class meetings. The University expects students to make class attendance a priority. All absences must be explained to the instructor, who will determine whether the omitted work may be made up. When a student reaches a number of absences considered by the instructor to be excessive, the instructor will so advise the student and file a report of unsatisfactory progress (ROUP) with the Virtual Campus and executive director. Any student who misses 25 percent or more of the regularly scheduled class meetings may receive a grade of F for that course. Note: This is a virtual campus course—there are no class meetings; therefore, see instructor’s additional policies below.

**2. Instructor’s Additional Policies:** Additional attendance policies for each course, as defined by the instructor in the course syllabus, are considered a part of Wayland’s attendance policy. A student may petition the Academic Council for exceptions to the above stated policies by filing a written request for an appeal to the executive vice president/provost. Attendance for this virtual course will be documented by the student’s online participation in class and submission of online assignments, thus attendance will be determined by the student’s online participation in course activity—not the last log in.

**3. COURSE REQUIREMENTS:** Because the university classroom is a place designed for the free exchange of ideas, we must show respect for one another in all circumstances. We will show respect for one another by exhibiting civility in our exchanges. Additionally, because it is so important for teachers to effectively communicate ideas to colleagues, parents, and administrators, writing clear and error-free English is a priority at Wayland School of Education. Therefore, your ability to express your knowledge of educational concepts and theories within the conventions of academic discourse will be assessed through both presentations and written assignments. Criteria for evaluation will be based on both content and mechanics. Integration of information from lectures, readings, and discussions will be taken into consideration as will correct and appropriate format and construction. Students will complete all assigned readings and assignments promptly. This course is designed to be completed during an 11-week term with assignments due each week. Under no circumstances will the entire semester’s work be received during the last week or during the last day of class (any late work will receive point deductions). Assignments and examinations may become unavailable once the deadline for completion has passed. In the event you encounter special circumstances (including technology challenges), contact me immediately for instructions or assistance.

- All assignments must be submitted in accordance with due dates on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work will not be accepted after 7 calendar days; late

work for discussion board entries will not be accepted at all.

- Weekly online **Discussion Board** interactions will allow dialogue among class members and provide opportunities for discussion among those persons who may exhibit a different perspective from your own. You are required to consider these perspectives and respond in an appropriate professional manner. There will be no tolerance for inappropriate responses including, but not limited to, vulgar or inappropriate language, name-calling, or demonstrations of anger. Students will post an answer to the question or comment and respond to one classmate's post. Posting and responses must be completed at the appointed time to ensure interaction with other students and will not be accepted late.
- **Chapter Questions:** Students will prepare weekly assignments in response to the chapters assigned. Any written work should use complete sentences.
- **Journal Articles:** Students will read scholarly journal articles and respond according to the guidelines provided.
- Students will submit a **Final Exam** prior to the due date.

#### **UNIVERSITY GRADING SYSTEM:**

#### **COURSE REQUIREMENTS AND GRADING CRITERIA**

A – 90 - 100	Cr	for Credit
B – 80 - 90	NCR	No Credit
C – 70 - 80	I	Incomplete*
D – 60 - 70	W	for withdrawal
F – Below 60	WP	Withdrawal Passing
	WF	Withdrawal Failing
	X	No grade given
	IP	In Progress

A grade of “CR” indicates that credit in semester hours was granted but no grade or grade points were recorded. This course is a credit no credit course.

\*A grade of incomplete is changed if the work required is completed prior to the date indicated in the official University calendar of the next long term, unless the instructor designates an earlier date for completion. If the work is not completed by the appropriate date, the **I** is converted to the grade of **F**. An incomplete notation cannot remain on the student's permanent record and must be replaced by the qualitative grade (A-F) by the date specified in the official University calendar of the next regular term.

**ACADEMIC HONESTY:** University students are expected to conduct themselves

according to the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, such as illicit possession of examinations or examination materials, forgery, or plagiarism. Disciplinary action for academic misconduct is the responsibility of the faculty members assigned to the course. The faculty member is charged with assessing the gravity of any case of academic dishonesty and with giving sanctions to any student involved. Penalties may be applied to individual cases of academic dishonesty; see catalog for more information about academic dishonesty.

**PLAGIARISM** - The attempt to represent the work of another, as it may relate to written or oral works, computer-based work, mode of creative expression (i.e. music, media or the visual arts), as the product of one's own thought, whether the other's work is published, unpublished, or simply the work of a fellow student. When a student submits oral or written work for credit that includes the words, ideas, or data of others, the source of that information must be acknowledged through complete, accurate, and specific references, and, if verbatim statements are included, through use of quotation marks as well. By placing one's name on work submitted for credit, the student certifies the originality of all work not otherwise identified by appropriate acknowledgements.

Source: <http://www.spjc.cc.fl.us/webcentral/admit/honesty.htm#plag>

**COURSE GRADING CRITERIA:** All assignments are due as noted on the course calendar. Assignments not completed on time may reflect a lowered grade of 10% deduction per day minimum. Late work may not be accepted at all after 7 calendar days.

EDUC 5390- Tentative Schedule				
ASSIGNMENTS - All assignments are due by midnight Sunday night CST to accommodate those who must complete the work during the weekend (except final assignment which is due Saturday at midnight). ***I reserve the right to amend the schedule as needed.				
Session	Date	Lecture Notes & Preparation	Reading	Assignments
1	Aug 17-23	Chapter 1: Diversity in the United States: Questions and Concepts  Chapter 2: Assimilation and Pluralism: From Immigrants to White Ethics	Textbook Chapter 1 and 2 Journal Article 1	DB1 (Discussion Board 1): getting acquainted A1 (Assignment 1): Discussion Questions Ch. 1 and 2; Journal Article 1
2	Aug 24-30	Chapter 3: Prejudice and Discrimination  Chapter 4: The Development of Dominant-Minority Group Relations in Preindustrial America: The Origins of Slavery	Textbook Chapters 3 and 4 Journal Article 2	DB2: Ch. 3 and 4 Discussion A2: Responses to Chapters 2 and 3; Journal Article 2

3	Aug 31- Sept 6	<p>Chapter 5: Industrialization and Dominant-Minority Relations: From Slavery to Segregation and the Coming of Postindustrial Society</p> <p>Chapter 6: African Americans: Segregation to Modern Racism and Institutional Discrimination</p>	<p>Textbook Chapters 5 and 6</p> <p>Journal Article 3</p>	<p><b>DB3:</b> Ch. 5 and 6 Discussion</p> <p><b>A3:</b> Responses to Chapters 5 and 6; Journal Article 3</p>
4	Sept. 8-13	<p>Chapter 7: Native Americans: From Conquest to Tribal Survival in a Postindustrial Society</p> <p>Chapter 8: Hispanic Americans: Colonization, Immigration, and Ethnic Conclaves</p>	<p>Textbook Chapters 7 and 8</p> <p>Journal Article 4</p>	<p><b>DB4:</b> Ch. 7 and 8 Discussion</p> <p><b>A4:</b> Responses to Chapters 7 and 8; Journal Article 4</p>
5	Sept 14-20	<p>Chapter 9: Asian Americans: Model Minorities?</p> <p>Chapter 10: New Americans, Assimilation, and Old Challenges</p>	<p>Textbook Chapters 9 and 10</p> <p>Journal Article 5</p>	<p><b>DB5:</b> Ch. 9 and 10 Discussion</p> <p><b>A5:</b> Responses to Chapters 9 and 10; Journal Article 5</p>
6	Sept 21-27	<p>Chapter 11: Gender</p> <p>Chapter 12: Lesbian, Gay, and Bisexual Americans</p>	<p>Textbook Chapters 11 and 12</p> <p>Journal Article 6</p>	<p><b>DB6:</b> Ch. 11 and 12 Discussion</p> <p><b>A6:</b> Response to Chapter 11 and 12; Journal Article 6</p>
7	Sept 28-Oct 4	<p>Chapter 13: Dominant-Minority Relations in Cross-National Perspective</p> <p>Chapter 14: Minority Groups and U.S. Society: Themes, Patterns and the Future</p>	<p>Textbook Chapters 13 and 14</p> <p>Journal Article 7</p>	<p><b>DB7:</b> Ch. 13 and 14 Discussion</p> <p><b>A7:</b> Response to Chapters 13 and 14; Journal Article 7</p>
8	Oct 5-10	Final Exam	Journal Article 8	<p><b>DB8:</b> Final Discussion Board</p> <p><b>A8:</b> Final Exam; Journal Article 8</p>