



**Syllabus**

**School of Education and Leadership**

ECC 515: Leadership and Counselling Diverse Cultures in Education

3 Credits  
Effective: Fall, 2021

*Access to the Internet is required.  
All written assignments must be in Microsoft-Word-compatible formats.  
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

**FACULTY**

Faculty Name:

Contact Information:

**COURSE DESCRIPTION**

The course explores the implications of cultural and diversity issues in the school environment. Candidates learn to build their cultural proficiency as well as deepen their self-awareness regarding their own culture and world view. Candidates develop strategies that can be used in the school to promote the emotional and physical well-being of all students and the climate of the school as a place for learning.

**COURSE RESOURCES**

No required texts or resources.

Recommended resources to complete coursework and assignments are also found on the course [Reading List](#). The reading list can be found under Course Information in Blackboard as well as from the library homepage.

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available at no cost to students.

Students in Canada will see required resources they need to purchase tagged “Purchase from the Canadian Bookstore.” Students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

**SUPPLEMENTAL RECOMMENDED RESOURCES**

Provided by the Instructor to support learning outcomes

**CITYU LEARNING GOALS**

This course supports the following City University learning goals:

- City University in Canada graduates demonstrate diverse and global perspectives
- City University in Canada graduates demonstrate a strong commitment to ethical practice and service in their professions and communities

**COURSE OUTCOMES**

In this course, learners:

- Develop understanding of cultural competence and professional practice.
- Apply informed awareness of the multiple dimensions of culture in your region.
- Understand the role of school leaders and their influence on the educational system.
- Integrate the many dimensions of culture and influence of bias, into one's own world view.

## CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Cultural Competency including cultures, ethnicity, poverty, gender, sexual orientation, ability/disability;
- Family structures and cultural impact on world view;
- School and community-based strategies for inclusive practice;
- School leadership roles and responsibilities.
- World view and unconscious bias;

## OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle's decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Cultural Exploration Paper	<b>25%</b>
Cultural Research Project	<b>30%</b>
Culturally Competent Leadership Development Paper	<b>35%</b>
Attendance, Reflections & Class Participation	<b>10%</b>
<b>TOTAL</b>	<b>100%</b>

## SPECIFICS OF COURSE ASSIGNMENTS

(The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.)

### **Cultural Exploration Paper**

This paper will consist of 2 components:

**Part 1**, candidates will reflect on the cultural influences and experiences that have shaped their current worldviews.

**Part 2**, candidates will describe how this worldview contributes to/detracts from their ability to interact with the diverse students, staff, families, and greater community to advocate for the academic success of *all* students.

In 5-7 pages APA7 format (not including cover or abstract) candidates should address the following:

#### **Introduction**

##### **Personal reflections**

- A description of cultural aspects of personal family of origin and personal experiences from childhood, youth, and early adult years that have shaped current worldview. Include a discussion on values and beliefs as shaped by family of origin, community, religion, lifestyle, immigration, and/or socioeconomic status.

##### **Worldview: New views, biases and assumptions impacting changing worldview**

- Examine how personal values and beliefs change over time. Identify unconscious biases of which you

have become aware. Examine where one's worldview has been beneficial and where it may have been a hindrance.

**Influences of worldview on professional practice**

- Reflect on how your current worldview helps/hinders your ability to deal with the diversity of public education and support the “success” of *all* students.

**Conclusion**

- Reflect on what the foregoing means to you and your professional practice.

<i>Components</i>	<i>% of Grade</i>
Reflection on family of origin, biases, and personal strengths	20%
Worldview - personal changes over time. Help and/or hindrance	35%
Influence of culture on professional practice	35%
APA 7 format and writing conventions	10%
<b>TOTAL</b>	<b>100%</b>

**Cultural Research Project**

Candidates will research **two** different cultural groups, including but not limited to ethnicity, religion, sexual identity, immigrant, socioeconomic, or family profile. Research will include scholarly and professional journal articles, books, e-books, and Internet resources and library exploration of resources related to these two particular cultural communities. Candidates should apply direct experiences in the community including but not limited to churches, community centers, resource agencies, and stores; and personal interviews to the cultural exploration.

Candidates will:

- a) prepare an in-class presentation with handouts (as appropriate) for distribution;

<i>Components</i>	<i>% of Grade</i>
Identification and description of <b>two</b> distinct cultures	25%
In-depth exploration of each cultural group including professional and scholarly resources <b>which relate to differences from your own cultural norm</b>	50%
Presentation that is well-organized and succinct	25%
<b>TOTAL</b>	<b>100%</b>

**Culturally Competent Leadership Development Paper**

Candidates will explore their personal and professional leadership style that references their family of origin, life experiences, and worldview as developed through discussion, self-study, and journal reflections. This professional leadership style and attributes will contribute to the development of, and reflection on, their role as an effective team member within the context of the school system. **By**

referencing diversity as a key element of school leadership, the candidate identifies personal growth areas as well as areas of influence on the school, and/or community, and/or the educational system which will become part of the candidate's Professional Growth Plan.

This reflective paper, which is to develop an understanding of cultural competence and professional practice, should be 4-6 pages.

Using the professional dimensions relevant to school leaders comment on areas self-identified as professional growth needs.

<i>Components</i>	<i>% of Grade</i>
APA7 format and writing conventions	10%
Description of personal leadership style	30%
Identification of personal worldview & its impact on leadership style (both positive and negative)	25%
Goal setting professional improvement	35%
<b>TOTAL</b>	<b>100%</b>

### **Attendance and Class Participation**

Class participation is an integral part of this course. Candidate preparation for class participation is essential because the information, knowledge, skills and expertise they exchange with peers and instructors contributes toward a strong learning community. It is highly important that students attend and actively participate in class. A student must attend the class to receive the attendance credit. If a student misses any part of the class, the instructor determines the amount of credit awarded for alternative assignments. Active participation in class-based activities is an essential part of professional training.

<i>Components</i>	<i>% of Grade</i>
Reflections	35%
Collaborative discussions & group participation	45%
Punctual attendance and preparation for each class session	20%
<b>TOTAL</b>	<b>100%</b>

### **COURSE POLICIES**

#### **Late Assignments**

Generally, it is expected that candidates will manage their time such that assignments are submitted on time. That said, emergent situations sometimes arise that preclude this. In such situations, please contact the instructor as soon as possible to discuss the matter and establish a timeline for completion of the assignment.

## **Participation**

As noted above, rich professional interaction with one's peers results in a strong learning community, something which is essential in these times of deep and constant change. Being prepared to engage in such interactions is of benefit to everyone so it is expected that everyone will come to class prepared to participate, even if it is a bit uncomfortable. Key to participation is an environment in which everyone feels safe to engage so, in addition to being prepared and willing to engage, personal and professional respect will be a basic expectation of participation.

## **Professional Writing**

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA7 style. [Writing resources](#) are available from the City University library.

## **University Policies**

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

## **Antidiscrimination**

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

## **Non-Discrimination & Prohibition of Sexual Misconduct**

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator.

For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

### **Religious Accommodations**

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

### **Academic Integrity**

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the University Catalog in the section titled [Academic Integrity Policy](#) under Student Rights & Responsibilities.

### **Attendance**

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly. Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled Attendance under Student Rights & Responsibilities.

### **Final Assignments Due Date**

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

## **Support Services**

### **Disability Services Accommodations Statement**

Students with documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at [disability@cityu.edu](mailto:disability@cityu.edu) or 206.2369.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with your course instructors.

### **Library Services**

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services](#) online, 24 hours a day, seven days a week.

### **Smarthinking Tutoring**

CityU students have 24/7 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors. Contact CityU's Student Support Center at [mycityusupport@cityu.edu](mailto:mycityusupport@cityu.edu) to request a username and password.