

ECC 515: Leadership with Diverse Cultures in Education

School of Education and Leadership

3 Credits
Effective Date: 4/1/2022
Grading Type: Decimal
Pre-requisites: None

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 Information

Professional experience information for instructors is found under Faculty online at <https://www.cityuniversity.ca/our-faculty/>

Contact Information

Contact information for instructors is found under Faculty Information online at <https://www.cityuniversity.ca/our-faculty/>

Course Description

Students explore the implications of cultural and diversity issues in the school environment. Students build their cultural proficiency, as well as deepen their self-awareness regarding their own culture and world view. Students apply learned cultural and diversity strategies to promote the emotional and physical well-being of all students and improve the school's learning climate.

Course Resources

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the *Reading List* link in your online course as well as from the library homepage ("Find Your Reading List" button).

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 electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

Course Outcomes

This course will prepare students to:

- Demonstrate an understanding of cultural competence and professional practice.
- Apply informed awareness of the multiple dimensions of culture in their region.
- Examine the role of school leaders and their influence on the educational system.
- Evaluate the many dimensions of culture and the influence of bias, into one's own world view.
- Appraise their social responsibility as professionals and citizens.

Additional Information

Declaration of Inclusion

The CityU Master’s in Educational Leadership program honours human diversity in all its forms and is committed to the principle of universal human dignity. We respectfully acknowledge that our program resides on the ceded and unceded territories of our First Nations and our programming acknowledges the First Nations, & many others whose histories, languages, & cultures continue to influence our vibrant Canadian communities. We further acknowledge that our learning community is greatly enriched through the voices and perspectives of staff, faculty, and students from all intersections of society including LGBTQ+, BIPOC and diversely abled communities.

Indigeneity

City University philosophically and pragmatically supports the First Nations perspective of learning as being rooted in reciprocity, the relational, and the experiential. City University instructors are required to infuse into their curriculum the traditional teachings from many indigenous communities. This blend of indigenous knowledge allows for cultural uniqueness and practices that come from the reflections on the telling of stories, traditional teachings, and the understandings of ceremony.

Sustainable Development Goals

In 2015 the United Nations created 17 goals to achieve a sustainable world by the year 2030 ([THE 17 GOALS | Sustainable Development \(un.org\)](#)). City University actively supports these goals and requires that each course syllabus articulate and include as part of its content, at least two of these goals that relate to the course’s objectives and outcomes. Through these actions, City University hopes to inspire our students to help create a more inclusive, equitable, and safe world for the future.

Grading Scale

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

Overview of Required Assignments	% of Final Grade
Cultural Exploration Paper	25%
Cultural Research Presentation	30%
Culturally Competent Leadership Development Paper	35%
Preparation and Participation	10%
TOTAL	100%

Course Assignment Details

Preparation and Participation (10% of Final Grade)

Class participation is an integral part of this course. Student 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.

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

Cultural Exploration Paper (25% of Final Grade)

This paper is to consist of 2 components:

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

Part 2, Students 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 APA format students should address the following:

Introduction

Students are to introduce what is meant by cultural influence and cultural experience.

Personal reflections

Students are to provide a written description of cultural aspects of their 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 the student's 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; this might also include global implications regarding their daily actions.

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.

Components	% of Grade
Self-Awareness	30%
Worldview - personal changes over time	30%
Influence of culture on professional practice	30%
APA format and writing conventions	10%
TOTAL	100%

Cultural Research Presentation (30% of Final Grade)

Students are to research two different cultural groups, including but not limited to ethnicity, religion, sexual identity, immigrant, socioeconomic, or family profile. Research are to include scholarly and professional journal articles, books, e-books, Internet, and library resources related to these two cultural communities. Students 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. Students are to prepare an in-class presentation with handouts (as appropriate) for distribution.

Components	% of Grade
Cultural competence	20%
Identification and description of two distinct cultures	15%
In-depth exploration of each cultural group including professional and scholarly resources which relate to differences from your own cultural norm	40%
Presentation that is well-organized and succinct	25%
TOTAL	100%

Culturally Competent Leadership Development Paper (35% of Final Grade)

Students 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 contributes 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 student identifies personal growth areas as well as areas of influence on the school, and/or community, and/or the educational system which is to become part of the student'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.

Components	% of Grade
APA 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%
TOTAL	100%

Course Policies

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor prior to the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

You are responsible for meeting or exceeding the participation requirements as listed in the syllabus.

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 APA style.

University Policies

Students are responsible for understanding and adhering to all CityU'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 Harassment

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 its education programs and activities do not discriminate based on sex/gender. Sex includes 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 CityU policy. CityU 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 always 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](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

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 Assignment 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 a 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 or 206.239.4752 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 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 access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at mycityusupport@cityu.edu to request a username and password.