EDLD 6315

Multicultural Analysis: Concepts for Educational Leaders
Syllabus – Spring 2012

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OFFICE HOURS:
Monday 3:30 – 5:30
Tuesday 3:30 – 5:30
Wednesday 3:30 – 5:30

I. COURSE DESCRIPTION:

This course will examine multicultural issues and relations in American society and will explore solutions to critical problems confronting educational leaders in institutions of learning.

II. RATIONALE:

Successful educational leaders develop a campus culture and vision that is shared among all members of the community. Issues related to race, ethnicity, nationality, culture and the deconstruction of myths are important for success in today’s instructional setting. School leaders in positions of authority can develop policies and practices that shape the way diversity is perceived. The development and understanding of multicultural issues can lead to a campus culture that enables male and female students, exceptional students, and students who are members of diverse racial, ethnic, and cultural groups an equal chance to achieve academically.

III. COURSE OBJECTIVES:

The doctoral candidate will have the opportunity to:

1. Research and evaluate a conceptual understanding of the theories and complexities of multicultural relations in today’s society.
2. Evaluate solutions to various dynamics and opportunities facing educational leaders today.
3. Research and evaluate the social and political issues of diversity and the impact on leadership roles as related to personnel, curriculum and school climate.
4. Examine and evaluate administrative standards and ethics as related to educational policies impacting the education of ethnic/racial minority children.
5. Synthesize information from data, guest speakers, discussion and projects to critically evaluate considerations for effective educational leadership in the contexts of diversity.
6. Evaluate and actively engage in discussion relative to multicultural education and diversity.
7. Evaluate traditional and non-traditional activities to actively promote multicultural understanding and positive interpersonal relations in a professional setting.
8. Identify ways to work more effectively with parents, school personnel, and community members.

IV. INSTRUCTIONAL METHODS & ACTIVITIES:

This course will employ a variety of instructional methods to ensure understanding of the roles, duties, and responsibilities of an educational leader as related to promoting multicultural understanding and positive interpersonal relations. Among these methods employed will be discussion, cooperative learning groups, research, formal and informal meetings.

V. EVALUATION & REQUIREMENTS:

1. Biographical Historical Study

Students will visit the Texas A&M University Special Collections and Archives and study one person or family. Students do have the option to utilize any available source for their study. This study will involve the review of the collections, which may include newspaper articles, pictures and papers of an individual or family. The students will present a two to three page reflection about the individual answering the following questions:

- What barriers to success if any did this individual or family face?
- What were the major values or beliefs of this individual or family?
- What were the major contributions of this individual or family to our community?
- What major impact did this individual or family have on our community?

20% of Grade

2. Landmark Education Civil Rights Case Study and Presentation

Students will individually conduct a pre-approved study of a Landmark Education Civil Rights Supreme Court decision and present the findings to the entire class in the form of a power point presentation and research paper. The focus of each presentation will be the socio-historical context of the event, the parties involved, the Supreme Court Decision, how this Supreme Court decision has changed schools, and the sustainability of the decision. The study and presentation is designed to foster a greater understanding of the Landmark Education Civil Rights cases and its impact on multicultural issues in our society today.

| Topic completely and thoroughly covered. | 50 points |
| Eight to Ten typed pages. | 10 points |
| Work done in a scholarly and appropriately Referenced (APA 6th edition) manner. | 30 points |
| Power Point Class Presentation | 10 points |
| TOTAL | 100 points |

40% of Grade
3. **Class Attendance and Participation:**

While it is understood that students have personal and professional responsibilities to fulfill during the term of this class, regular and punctual class attendance is expected. Doctoral Students are held to the highest scholarly expectations and professional standards. It is expected that all students adhere to the intent and objectives of this class. Above all respect for each other’s beliefs and contributions is mandatory.

10% of Grade

4. **Discussion**

Students will be expected to participate in discussion in the classroom. The expectation is that students in doctoral study can express themselves in both a scholarly and technical manner. Credit for participation will be based on the depth and complexity of the individual student’s response to the discussion and the responses of the other students in class.

20 % of Grade

5. **Case Study Teams**

Students will be expected to participate in one of six Case Study Teams. Each team will Evaluate possible responses to dilemmas relative to diversity issues, review the response in the case study and determine an alternative or solution. Team members are encouraged to seek solutions beyond the scope of the text.

10 % of Grade

VI. **TENTATIVE COURSE SCHEDULE**

This course will require students to work both independently and in groups. Periodically students will have an opportunity to meet to discuss the assignments and the discussion questions on their own. These meetings will be voluntary. The challenge will be to not fall behind.

VII. **REQUIRED TEXT(S):**

VIII. SELECTED BIBLIOGRAPHY:


