Multicultural Analysis: Concepts in Educational Leadership  
COURSE SYLLABUS-SUMMER II 2018  
EDLD 6315.W01  
3 Credit Hours  
ONLINE

<table>
<thead>
<tr>
<th>Instructor Name: Rosa M. Banda, Ph.D.</th>
<th>Email address: <a href="mailto:rosie.banda@tamucc.edu">rosie.banda@tamucc.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone Number:</td>
<td>Office address: 6300 Ocean Drive</td>
</tr>
<tr>
<td>361-825-3284</td>
<td>Faculty Center, Room 211</td>
</tr>
<tr>
<td>Office Hours: By appointment; WebEx</td>
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I. Course Description: This course allows students to apply and identify concepts of multicultural approaches in various leadership spaces in education. A broad definition and understanding of culture, along with application of such concepts in one’s daily life is thoroughly explored.

II. Rationale: In addition to the changing demographics in society, the need to be and to develop critically conscious leaders remains an imperative social justice issue. Educational leaders have to work in various cultural spaces and more importantly, with culturally diverse people. To achieve the aforementioned, leaders must examine positonality (at both micro and macro levels) as it relates to privilege, power, and difference. When acknowledgment and understanding of privilege, power, and difference undergirds leadership development, leaders can employ critical thinking skills, scholarship, and experience that is both culturally diverse and socially just.

III. State Adopted Proficiencies for Teachers and/or Administrators/Counselors n/a

IV. TExES Competencies: n/a

V. CPED Principles:

Principle 1: Framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.

Principle 2: Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.

Principle 4: Is grounded in and develops a professional knowledge base that integrates both practical and research knowledge, that links theory with systemic and systematic inquiry.

Principle 6: Emphasizes the generation, transformation, and use of professional knowledge and practice.
VI. Course Objectives/Learning Objectives:

1. Examine and reflect on the variations of privilege, power, and difference from micro (self) and macro (society) perspectives
2. Analyze privilege, power, and difference as it relates to multicultural leadership development
3. Examine and synthesize multicultural leadership literature as it relates to women, people of color, and spirituality
4. Analyze a university case study whereby groups will create and propose research-substantiated leadership development programming and policy recommendations to advance the diversity mission of TAMUCC

VI. Course Topics:

I. Privilege, Power, and Difference
II. Revolutionary Leadership Development for Women
III. Developing Leaders of Color in Higher Education
IV. Facing Organizational Complexity and Change
V. Spirituality, Religious Pluralism, and Higher Education Leadership Development
VI. Creating Faculty Activism and Grassroots Leadership
VII. Role of Leadership Development in Community Colleges

Text/Resources:


* Final case study paper must strictly adhere to APA citation format.

Course Format

This course is purely online which means that students will rely on interactive means (Adobe Spark) to communicate with peers and professor. Students will utilize Adobe Spark as a means to actively integrate technology into our ongoing class discussions this semester. Students will also collaborate in pairs to analyze a case study that will integrate various concepts discussed this semester.

Adobe Spark

We will be utilizing Adobe Spark for various course components this semester. Adobe Spark allows you to upload and create sites with images, pictures, text, and audio. Please take the time to learn how to use Adobe Spark via
their site (https://spark.adobe.com/home/). YouTube is also a great resource for tutorials on how to use Adobe Spark; search “how to use Adobe Spark” for a variety of videos that are both informational and helpful.

**GRADING AND COURSE REQUIREMENTS**

You determine your grade by the number of points earned on the various course activities. With this approach, there is no pre-conceived distribution of grades. Everyone or no one can receive an “A.” There are six different course requirements (with assigned point values) specified below.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Weekly Discussion</td>
<td>(2@10 pts) 20</td>
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<tr>
<td>2. Privilege, Power, and Difference Blog</td>
<td>(5@10 pts) 50</td>
</tr>
<tr>
<td>3. Reflection via Images</td>
<td>20</td>
</tr>
<tr>
<td>4. Individual Chapter Jigsaw</td>
<td>(2@20 pts) 40</td>
</tr>
<tr>
<td>5. Team Case Study Analysis Paper</td>
<td>100</td>
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<tr>
<td>6. Group Member Evaluation</td>
<td>25</td>
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<td><strong>Total</strong></td>
<td><strong>255</strong></td>
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</tbody>
</table>

**NOTE:** You are expected to turn in all assignments by the dates outlined in the tentative course calendar (Appendix A) to avoid a 10% penalty. **NOTE:** Any assignment submitted after 24 hours from the initial due date will result in your complete forfeiture of all points for that respective assignment. Extenuating circumstances will be evaluated on an individual basis.

**GRADES**

Final grades will be assigned as follows:

For a grade of:

- “A” At least 230 total points
- “B” An accumulated point total between 204 and 229
- “C” An accumulated point total between 179 and 203
- “D” An accumulated point total between 153 and 178
- “F” Any point total 152 and below

**COURSE ASSIGNMENTS/REQUIREMENTS**

1. **WEEKLY DISCUSSION POSTS** 20 points

   This course requirement necessitates you to respond to a question or prompt by synthesizing the specified course readings each week **BY 6:00pm** AND respond to a classmate’s response **BY 6:00pm** the subsequent day via the *Discussion Forum* tab on Blackboard. Failure to post before the assigned deadlines result in the automatic forfeiture of ALL points for that week. I encourage you to be thoughtful and articulate in
your responses so as to illustrate your comprehension and connection to weekly course readings at a critical level; the ONLY limitation is that you may **not** use direct quotes from the course readings. Weekly discussion posts are set to for Week 2, July 9-13 and Week 4, July 23-27. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix B**) for further details regarding this course activity. **Weekly discussion posts for the semester are worth (2 @ 10 pts) 20 points.**

2. **PRIVILEGE, POWER, AND DIFFERENT BLOG**  
   **50 points**

   This course, course discussions, and case study analyses will be undergirded by privilege, power, and difference. As leaders in the 21st century in a volatile time for multicultural and diversity relations on colleges campuses and larger society, it is vital to become critically conscious leaders who are astute in recognizing and understanding how privilege, power, and difference shapes the manner in which we lead. More importantly, the aforementioned should be foundational to the manner in which we develop leaders. As such, this course component requires you to blog weekly about instances of privilege, power, and difference via current examples from personal, professional, and larger social events. In addition to identifying the situation and people in it (you do not have to name people specifically), you will unpack and explicitly discuss the privilege, power, and difference within your given current experience or event for that week. This blog is not retrospective; rather, you must heighten your sense of awareness of how privilege, power, and difference operate **in every day relations** (e.g., “real time in your personal life, work environment, larger campus environment, grocery store, public place, larger society, etc). In articulating your weekly blog, you must also explicitly connect concepts discussed in our Johnson (2018) text. Lastly, you must also include thoughts on how to dispel some of the concepts associated with privilege, power, and difference that you witnessed or read about.

   **Technical Requirements:** Blogs are expected to be succinctly written and free of grammatical errors. While there is no word limit, **BE CLEAR** on my expectation that your weekly blog is **NOT** to be a surface level or haphazardly unpacked admission. Weekly blogs are expected to address the criterion discussed in the above paragraph (e.g., description of situation and those involved, how privilege, power, and difference were exemplified, explicit connections to Johnson’s (2018) concepts, include YOUR thoughts on how to dispel some of the concepts associated with privilege, power, and difference within your weekly situation). Weekly blogs are due every Sunday night by 6:00pm on the “Blogs” tab on BlackBoard. Please see the tentative calendar (**Appendix A**) and the evaluation form (**Appendix C**) for further details regarding this course activity. **Privilege, power, and difference weekly blogs are worth (5 @ 10 pts) 50 points.**

3. **REFLECTION VIA PHOTO IMAGES**  
   **20 points**

   An integral component of the transmission of new knowledge is the need to critically reflect on the course content via your experiences or respective paradigmatic views. More specifically, this paper will require you to reflect on your conceptualizations of privilege, power, and difference as it relates to self. In other words, you will examine the privilege, power, and difference you possess within society and more specifically, how it relates to leadership. Additionally, you will offer a problematic view of society’s imposed lens of privilege, power, and difference as it relates to each of your identified privileges.

   **Technical Requirements:** Assignment will be completed via Adobe Spark. You must upload photos you take from your life and immediate surroundings that illustrate FOUR privileges and the associated power and difference as a result of the privileges you have identified. In other words, you must be explicit
about your individual privilege and power and how that disenfranchises people (e.g., difference). You must also explicitly connect what each of your identified privileges, power, and difference means within a leadership role (e.g., credibility of what you say). Lastly, offer a problematic view of society’s imposed power on each of your identified privileges (e.g., How can you problematize society’s view of your identified privilege). Please upload Adobe Spark link to the “Reflection” tab on BlackBoard. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix D) for further details regarding this course activity. Reflection via photo images is worth 20 points.

4. INDIVIDUAL CHAPTER JIGSAWS

This course component requires you to utilize Adobe Spark to convey the most salient aspects of the assigned course reading. You will each be randomly assigned chapters to report out throughout the course. You will present the concepts that you deem the most important from your assigned chapters. This is not to suggest that you must report EVERY concept; rather, you must determine which concepts you deem to be important for your peers to know. Regardless of assigned chapters to report, you must read ALL assigned chapters for the week.

Technical Requirements: Utilize Adobe Spark to report out assigned chapters. You must NOT include any information verbatim from the text. Your presentation must include photo images and videos to support or refute the concepts presented as well as include thought-provoking questions throughout. Once you complete the web page, you must copy the generated link to your Adobe page and email me the link at rosie.banda@tamucc.edu prior to the due date and time. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix E) for further details regarding this course activity. Individual chapter jigsaws are worth (2 @ 20 points) 40 points.

5. GROUP CASE STUDY PAPER

This course component requires your team to analyze a given case study situated within TAMUCC from a particular lens (e.g., College of Engineering, College of Liberal Arts, College of Education) in which your team will utilize course material and outside peer-reviewed articles to substantiate and build your respective case analysis. More specifically, the current event of your choosing MUST lend itself to research via peer-reviewed journals as a means to build your analyses beyond the scope of the issue itself. You will have access to the case study the first week of class as gathering background information and synthesis via peer-reviewed articles must begin within the first week in order to submit a quality case study analysis paper. Below are the criteria expected to be found within this course component:

A. Introduction/Conclusion: Both the introduction and conclusion must be seamlessly, effectively, and succinctly written to give an overview of the current event you will discuss in the paper. The introduction should include an explicit roadmap that details the outline of the paper. The roadmap, in other words, will efficiently guide the anticipation of what I am to read in your paper. This roadmap should be followed and, if done so correctly, will help to frame and to organize your paper.

B. Privilege, Power, and Difference: Within these sections, you must provide a discussion of the given case study an examine the components of privilege, power, and difference within the scenario. You should keep and address the following queries: Who holds privilege and power within this situation? What groups experience difference in light of the identified privilege and...
power holders? According to the mission of the institution, who possesses privilege and power? Who are the principal decision makers and what roles do they play? What course of action (short- and long-term) should be taken to achieve the espoused goals? **Note:** The sources utilized to explain the case study as it pertains to the identified privilege, power, and difference must utilize Johnson’s (2018) text.

C. **Review of Institutional and College Mission:** The institutional and diversity commitment of TAMUCC is found in the mission of the institution. Provide a brief analysis of the aforementioned as it relates to privilege, power, and difference. Your team will also include and provide a synthesis of privilege, power, and difference within the mission of the assigned College which will be a focal point of the paper. In other words, you must utilize the TAMUCC website to research the mission of the college as well as its' commitment to diversity. Provide a brief synthesis of whether the espoused mission and commitment to diversity in each respective College is authentic. Is its' espoused commitment to diversity reflected in student demographics, student retention, student degree attainment, faculty demographics, staff, budget allocations, and partnerships with community (both with the larger TAMUCC community and larger Coastal Bend Community)?

D. **Multicultural Leadership/Current Literature:** These sections should explicitly make a connection to leadership concepts discussed in class as well as literature researched independently via peer-reviewed journal articles. These sections provide an opportunity to amplify and evidence comprehension of what was discussed throughout the semester as well as additional resources that were not a part of the required readings. You must explicitly discuss what concepts associated with leadership are prevalent and/or relevant within the current event you chose to analyze at a sophisticated and critical level. Remember that you are examining leadership within the context of your assigned Colleges.

E. **Proposed Actions to Achieve Goal:** This section requires your team to propose practical program implementations to achieve the larger goal of the case study. Who will be needed to implement programs? What role does privilege, power, and difference play into proposed programs?

F. **Deconstruct & Problematize:** This section requires your team to deconstruct and problematize the weaknesses in the prosed program implementations your team. *What is lacking from the discussed concepts and literature? What ways can these concepts be improved? From a leadership perspective, what will be difficult to achieve?* Explain your rationale with evidence to illustrate your synthesis of course material at a sophisticated level.

G. **Recommendations:** This section requires you to offer three recommendations on how to improve the concepts of educational innovations discussed within the context of paper. This section, in other words, should reconstruct what was deconstructed in the previous section. Be explicit on the recommendations AND offer rationales to support your conceptualizations.

**Paper Requirements:** Your team of two must provide a 20-25 page (double-spaced) research paper (including references and appendices, if needed) with a minimal of 20 outside peer-reviewed references. If you are in a team of three, your team must provide a 25-30 page (double-spaced) research paper (including references and appendices, if needed) with a minimal of 25 outside peer-reviewed references. **NOTE:** You may not use more than three direct quotes throughout the entire paper; You may NOT use blocked quotes. Papers are expected to be succinctly written with no more than three grammatical mistakes and free of APA errors.

Case study analysis paper must be emailed to rosie.banda@tamucc.edu prior to the designated time and due date. **NO EXCEPTIONS.** Case study analysis papers emailed after the designated time and due date
will automatically be penalized 10%. Any assignment emailed 24 hours after the due date will result in your automatic forfeit of ALL points. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix E) for further details regarding this course activity. Team case study analysis is worth 100 points.

6. **GROUP MEMBER EVALUATIONS** 25 points

It is each team member’s ethical responsibility to fairly and equitably contribute to this assignment. The process will be arduous on several levels, particularly in regards to writing styles. It is imperative for this assignment to read in a coherent, seamless, and effective manner. With that said, peer review at all stages of this writing project with group members is a must. For groups with more than two members, the average of evaluations by the two group members will determine points awarded for this course component.

Group member evaluation(s) must be emailed to me at rosie.banda@tamucc.edu no later than designated time and due date. Please see the tentative calendar (Appendix A) and the evaluation form (Appendix F) for further details regarding this course activity. **Group Member Evaluation is worth 25 points.**

**OTHER**

**Academic Integrity Policy**

Professional conduct is expected in this course. Professional conduct includes, among others, interactions with peer colleagues, faculty, timely completion of assigned tasks and responsibilities; adherence to professional ethical standards; and adherence to University policies regarding plagiarism (see Student Handbook). Cheating, plagiarism and other forms of academic honesty will result in disciplinary actions.

All written work submitted must be the student’s original work and conform to the guidelines of the American Psychological Association (APA) available online and via their publications. This means that any substantive ideas, phrases, sentences, and/or any published ideas must be properly referenced to avoid even the appearance of plagiarism. Plagiarism includes, but is not limited to, the use, by paraphrase or direct quotation, of the published or unpublished work of another person without full or clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency in the selling of term papers of other academic materials. It is the student’s responsibility to know all relevant university policies concerning plagiarism. Any documented cases of plagiarism can and will result in dismissal from the course with a failing grade, and may result in other more serious sanctions by the College of Education.

**Office of Disability Services**

Texas A&M University-Corpus Christi welcomes students with disabilities into all of the University’s educational programs. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. In order to receive consideration for reasonable accommodations, students with disabilities should contact the Disabilities Services office to make the necessary arrangements if modifications are required to facilitate the classroom teaching and learning process. This Office of Disability Services (disability.services@tamucc.edu) is located at 116 Corpus Christi Hall. They may be contacted directly at (361)825-5816.
If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom or on campus, please contact the Office of Disability Services (disability.services@tamucc.edu) for assistance at (361)825-5816.

Diversity Statement

The department aspires to create a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group perspectives. We aspire to foster and maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation. Departmental courses will strive to provide opportunity for all students to discuss issues of diversity including, but not limited to, ethnicity, gender, disability, and sexual orientation.

Student Conferences

I am available to conference via WebEx or via a phone conference when you deem it necessary. Please feel free to contact me electronically and allow for a 24 hour window before conference is scheduled. I encourage each of you to contact me as often as you need if you have any questions, comments, concerns, or need clarification on any course components.

End of Semester Negotiations

Without a doubt, I maintain high expectations for all my students in my courses. I will support you in every way possible during the semester to ensure that you perform well in the class, if you communicate any difficulties or concerns with the material with me. Therefore, I recommend that you take full advantage of a supportive learning environment designed to ensure your success. However, I will NOT entertain any end of semester negotiations about your grades. Your grade in the course is a direct reflection of your engagement in your own learning process.

Statement of Academic Continuity

In the event of an unforeseen adverse event, such as a major hurricane and classes could not be held on the campus of Texas A&M University–Corpus Christi; this course would continue through the use of Blackboard and/or email. In addition, the syllabus and class activities may be modified to allow continuation of the course. Ideally, University facilities (i.e., emails, web sites, and Blackboard) will be operational within two days of the closing of the physical campus. However, students need to make certain that the course instructor has a primary and a secondary means of contacting each student.
**APPENDIX A**

**TENTATIVE CALENDAR**

<table>
<thead>
<tr>
<th>Date/Week</th>
<th>Readings/Assignments</th>
</tr>
</thead>
</table>
| *July 02-06/Week 1* | Introduction and Course Overview/Expectations  
Johnson-Introduction, Chapters 1-4  
[DUE: Chapter Jigsaw by Noon on Saturday, July 7]  
[DUE: Privilege, Power, and Difference Blog #1 by 6:00pm Sunday, July 8]  
*Syllabus Overview/Course Expectations/Team Member Assignment for Case Study on July 3 @ 7:00pm via WebEx  
**July 6 WebEx Meeting to Critically Dialogue about Week's Readings (Voluntary) |
| July 9-13/Week 2  | Johnson-Chapters 5-9  
[DUE BlackBoard: Initial Response to Professor Post by 6:00pm Wednesday, July 11]  
[DUE BlackBoard: Response to a Colleague’s Post by 6:00pm Thursday, July 12]  
[DUE: Reflection Via Photo Images by 6:00pm Friday, July 13]  
[DUE: Chapter Jigsaw by Noon on Saturday, July 14]  
[DUE: Privilege, Power, and Difference Blog #2 by 6:00pm Sunday, July 15] |
| **July 16-20/Week 3** | Kezar-Chapters 1-3  
[DUE: Chapter Jigsaw by Noon on Saturday, July 21]  
[DUE: Privilege, Power, and Difference Blog #3 by 6:00pm Sunday, July 22]  
**July 19 WebEx Meeting to Critically Dialogue about Week's Readings (Voluntary)  
**Opportunity to Submit Team Case Study Paper for Feedback Due by Noon on Wednesday, July 18 |
| July 23-27/Week 4  | Kezar-Chapters 4-6  
[DUE BlackBoard: Initial Response to Professor Post by 6:00pm on Wednesday, July 25]  
[DUE BlackBoard: Response to a Colleague’s Post by 6:00pm on Thursday, July 26]  
[DUE: Chapter Jigsaw by Noon on Saturday, July 28]  
[DUE: Privilege, Power, and Difference Blog #4 by 6:00pm on Sunday, July 29] |
| July 30-Aug.3/Week 5 | Kezar-Chapters 8-9  
[DUE: Privilege, Power, and Difference Blog #5 by 6:00pm on Tuesday, July 31]  
[DUE: Chapter Jigsaw by Noon on Tuesday, July 31]  
[DUE: Case Study Analysis by Noon on Wednesday, August 1]  
[DUE: Group Member Evaluations by Noon on Wednesday, August 1]  
**August 2 WebEx Meeting to Critically Dialogue about Week’s Readings (Voluntary) |

*Subject to change at instructor’s discretion

NOTE: All assignments are electronically due prior to the noted time on designated due date
APPENDIX B
WEEKLY DISCUSSION POST EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - SURPASSED EXPECTATIONS
GOOD - ONLY SLIGHT ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

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<th>WEEKLY POSTING (10 TOTAL POSSIBLE POINTS)</th>
<th>EXCELLENT 5.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 1.0 POINTS</th>
<th>INADEQUATE 0.0 POINTS</th>
<th>COMMENTS</th>
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<tr>
<td>RESPONSE #1 (To Instructor)</td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT UTILIZES COURSE READINGS THAT SUCCINCTLY ARTICULATE AN ANSWER QUERYPOSED BY PROFESSOR?</td>
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<td>RESPONSE #2 (To Colleague)</td>
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<tr>
<td>1. PROVIDE A THOUGHTFUL AND INSIGHTFUL ANALYSES THAT EVIDENCES SYNTHESIS OF COLLEAGUE'S RESPONSE IN A SUCCINCTLY ARTICULATED MANNER?</td>
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TOTAL POINTS/GRADE: RESPONSE #1 ______ + RESPONSE #2 ______ = __________ TOTAL POINTS

COMMENTS/SUGGESTIONS:
# APPENDIX C
## PRIVILEGE, POWER, AND DIFFERENCE BLOG EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>REFLECTION (10 TOTAL WEEKLY POSSIBLE POINTS)</th>
<th>EXCELLENT 2.0 POINTS</th>
<th>INADEQUATE 1.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. PROVIDE A DESCRIPTION OF SITUATION?</td>
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<tr>
<td>2. EXPLICITLY CONNECT CURRENT SITUATION TO PRIVILEGE, POWER, AND DIFFERENCE?</td>
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<tr>
<td>3. EXPLICITLY CONNECT CONCEPTS FROM JOHNSON TEXT TO SITUATION?</td>
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<td>4. INCLUDE THOUGHTS ON HOW TO DISPEL THE PRIVILEGE, POWER, AND DIFFERENCE IN SITUATION?</td>
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<tr>
<td>5. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY FREE OF GRAMMATICAL ERRORS AS WELL AS PROPERLY FORMATTED APA IN-TEXT SOURCE?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
### APPENDIX D
### REFLECTION VIA PHOTO IMAGES EVALUATION FORM

**PRESENTER**

**RATING DEFINITIONS**
- EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
- GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
- FAIR - MARGINALLY ACCEPTABLE
- INADEQUATE - DID NOT MEET CRITERIA

<table>
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<tr>
<th>REFLECTION (20 TOTAL WEEKLY POSSIBLE POINTS)</th>
<th>EXCELLENT 4.0 POINTS</th>
<th>GOOD 3.0 POINTS</th>
<th>FAIR 2.0 POINTS</th>
<th>INADEQUATE 1.0 POINTS</th>
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<tbody>
<tr>
<td>1. IDENTIFY FOUR PRIVILEGES?</td>
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<tr>
<td>2. CONNECT FOUR PRIVILEGES WITH POWER AND DIFFERENCE?</td>
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<tr>
<td>3. EXPLICITLY CONNECT CONCEPTS OF EACH IDENTIFIED PRIVILEGE AS IT RELATES TO LEADERSHIP?</td>
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<td>4. OFFER PROBLEMATIC VIEW ON SOCIETY'S IMPOSED PERCEPTION OF EACH OF YOUR IDENTIFIED PRIVILEGE AND ASSOCIATED POWER?</td>
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<tr>
<td>5. WRITTEN CONCISELY, SEAMLESSLY, AND EFFECTIVELY FREE OF GRAMMATICAL ERRORS AS WELL AS INCLUDE FOUR PHOTOS THAT REPRESENT EACH IDENTIFIED PRIVILEGE?</td>
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**TOTAL POINTS/GRADE:**

**COMMENTS/SUGGESTIONS:**
APPENDIX E
CHAPTER JIGSAW EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th></th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 8.0 POINTS</th>
<th>FAIR 5.0 POINTS</th>
<th>INADEQUATE 2.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>JIGSAW CHAPTER (20 TOTAL POSSIBLE POINTS)</td>
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</tr>
<tr>
<td>1. PROVIDE A THOUGHTFUL REPORT VIA ADOBE SPARK OF MOST SALIENT ASPECTS OF ASSIGNED CHAPTER(S) INCLUSIVE OF CRITICAL QUESTIONSPOSED?</td>
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<td>2. UTILIZE GRAPHICS, TEXT, AND AUDIO EFFECTIVELY TO REPORT CHAPTER?</td>
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TOTAL POINTS/GRADE:
COMMENTS/SUGGESTIONS:
APPENDIX F
TEAM CASE STUDY ANALYSIS EVALUATION FORM

PRESENTER

RATING DEFINITIONS
EXCELLENT - ONLY SLIGHT ROOM FOR IMPROVEMENT
GOOD - OK, BUT SOME ROOM FOR IMPROVEMENT
FAIR - MARGINALLY ACCEPTABLE
INADEQUATE - DID NOT MEET CRITERIA

<table>
<thead>
<tr>
<th>CASE STUDY RESEARCH PAPER (100 POSSIBLE POINTS)</th>
<th>EXCELLENT 10.0 POINTS</th>
<th>GOOD 8.0 POINTS</th>
<th>FAIR 5.0 POINTS</th>
<th>INADEQUATE 2.0 POINTS</th>
<th>COMMENTS</th>
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<tbody>
<tr>
<td>1. PROVIDE AN EFFECTIVE AND CONCISE INTRODUCTION AND CONCLUSION?</td>
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<td>2. OFFER AN ANALYSIS OF PRIVILEGE, POWER, AND DIFFERENCE WITHIN THE CASE STUDY SCENARIO?</td>
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<td>3. PROVIDE A REVIEW AND SYNTHESIS OF INSTITUTIONAL AND COLLEGE ESPoused MISSIONS?</td>
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<td>4. INCLUDE STATISTICAL DATA OF BOTH THE INSTITUTION AND ASSIGNED COLLEGE??</td>
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<td>5. OFFER A SYNTHESIS OF THE CURRENT MULTICULTURAL LEADERSHIP LITERATURE RELATED TO CASE STUDY?</td>
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<td>6. PROVIDE PRACTICAL PROGRAM IMPLEMENTATION TO ACHIEVE THE LARGER GOALS OF THE INSTITUTION AS NOTED IN THE CASE STUDY SCENARIO?</td>
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<td>7. DECONSTRUCT AND PROBLEMATIZE PROPOSED PROGRAMS?</td>
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<td>8. INCLUDE AND UNPACK THREE RECOMMENDATIONS?</td>
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<td>9. OVERALL, COMPONENTS WERE CONCISELY AND CLEARLY SYNTHESIZED SEAMLESSLY WITH RESEARCH AT A SOPHISTICATED LEVEL?</td>
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<td>10. FREE OF APA ERRORS AND LESS THAN THREE GRAMMATICAL ERRORS?</td>
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APPENDIX G
TEAM MEMBER EVALUATION FORM

Team Member Evaluated: _______________________
Evaluator: _______________________

<table>
<thead>
<tr>
<th>Team Member Evaluation (25 Possible Points)</th>
<th>Strongly Agree (5 pts)</th>
<th>Agree (4 pts)</th>
<th>Neutral (2.5 pts)</th>
<th>Disagree (1 pts)</th>
<th>Strongly Disagree (0 pt)</th>
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</thead>
<tbody>
<tr>
<td>1. Attends all group meetings.</td>
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<td>2. Comes to group meetings prepared with relevant information.</td>
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<td>3. Assumes expected share of responsibility.</td>
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<td>4. Contributes equitably to the written requirements of the assignment.</td>
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<td>5. Listens to and respects the ideas of others.</td>
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Comments:

TOTAL POINTS: _______