

Note:

Course content may be changed, term to term, without notice. The information below is provided as a guide for course selection and is not binding in any form, and should not be used to purchase course materials.

COURSE SYLLABUS

EDUC 848

CULTURE AND EDUCATIONAL LEADERSHIP

COURSE DESCRIPTION

This course deals with the complexities of multicultural issues in school systems by exploring the history, philosophy, and goals of multicultural education. Emphasis is given to the role of educational leaders in evaluating cultural issues in the context of a biblical worldview and developing practices that maximize the opportunities of cultural diversity.

RATIONALE

The landscape of America and its cultures are ever changing. Many factors create this climate of diversity in our country such as history, economy, politics, location, and region. This class will equip leaders to understand culture in a global sense that will assist administrators in understanding the historical context, current times, and a philosophy for cultural competence for the future.

I. PREREQUISITE

For information regarding prerequisites for this course, please refer to the [Academic Course Catalog](#).

II. REQUIRED RESOURCE PURCHASE

Click on the following link to view the required resource(s) for the term in which you are registered: <http://bookstore.mbsdirect.net/liberty.htm>

III. ADDITIONAL MATERIALS FOR LEARNING

- A. Computer with basic audio/video output equipment
- B. Internet access (broadband recommended)
- C. Blackboard [recommended browsers](#)
- D. Microsoft Office

IV. MEASURABLE LEARNING OUTCOMES

Upon successful completion of this course, the student will be able to:

- A. Develop a biblical philosophy with regard to the practice of multicultural education.
- B. Evaluate the complexities of multicultural relations in American society.

- C. Examine demographic changes and their implications for effective practice in educational leadership.
- D. Analyze historical and present educational policies impacting the education of ethnic minority students.
- E. Develop leadership strategies for working with diverse student populations, their parents, and the school community.
- F. Assess curricular resources for elements of racism, stereotyping, and historical inaccuracies.
- G. Identify the components of an anti-bias learning community that provides a positive learning environment for all students.
- H. Determine the place of community resources in cultural learning and understanding.

V. COURSE REQUIREMENTS AND ASSIGNMENTS

- A. Textbook readings, journal articles, presentations, and websites
- B. Course Requirements Checklist
After reading the Syllabus and [Student Expectations](#), the student will complete the related checklist found in Module/Week 1.
- C. Discussion Board Forums (4)
The candidate will complete 4 Discussion Board Forums throughout this course. The thread must be at least 350-450 words. Each of 2 replies must be at least 30-450 words. The thread and the 2 replies must each be supported by at least 1 reference cited in current APA format.
- D. Cultural Proficiency Receptivity Scale and Reflection Paper
At the beginning of the course, the candidate will complete a self-evaluation survey. After all coursework has been completed, the candidate will take the same survey again and submit a 1–2-page Reflection Paper formatted according to current APA style.
- E. Analysis of Approaches Paper
The candidate will write an analysis of approaches to multicultural education paper. The Analysis of Approaches Paper must be 4–5 pages, not including the title and reference pages, and must include at least 5 references cited in current APA format. You will submit a Topic Proposal for this paper prior to submitting the final draft. The Analysis of Approaches Paper must be submitted via SafeAssign.
- F. Learning Logs (3)
The candidate will complete 3 learning logs throughout this course. Each learning log must be approximately 200 words and must cite the text in current APA format.

G. Literature Review

The candidate will write a 2–3-page Literature Review based on 2 assigned articles written from a biblical worldview. This review must be written in current APA format and must include a title page and reference pages. This assignment must be submitted via SafeAssign.

H. Case Study

The candidate will write a 3–4-page report based on a case study he/she completes at an approved school. The report must include a summary of interviews, school demographic data, document analysis, conclusions, and a reference page in current APA format. You will submit a Topic Proposal for this Case Study prior to submitting the final Case Study.

VI. COURSE GRADING AND POLICIES

A. Points

Course Requirements Checklist	10
Discussion Board Forums (4 at 50 pts ea)	200
Cultural Proficiency Receptivity Scale	30
Cultural Proficiency Reflection Paper	100
Analysis of Approaches: Topic Proposal	35
Analysis of Approaches Paper	150
Learning Logs (3 at 50 pts ea)	150
Literature Review	150
Case Study: Topic Proposal	35
Case Study	150
Total	1010

B. Scale

A = 960–1010 A- = 940–959 B+ = 920–939 B = 890–919 B- = 870–889 C+ = 850–869 C = 820–849 C- = 800–819 D+ = 780–799 D = 750–779 D- 730–749 F = 0–729

C. LiveText Submission Policy

Assignments that are to be submitted to LiveText must be submitted there in order to receive credit for them. This includes assignments that are also submitted in Blackboard, including those submitted to SafeAssign.

D. Disability Assistance

Students with a documented disability may contact Liberty University Online’s Office of Disability Accommodation Support (ODAS) at LUODAS@liberty.edu to make arrangements for academic accommodations. Further information can be found at www.liberty.edu/disabilitysupport.

COURSE SCHEDULE

EDUC 848

Textbook: Koppelman & Goodhart, *Understanding Human Differences* (2017).

MODULE/ WEEK	READING & STUDY	ASSIGNMENTS	POINTS
1	Koppelman & Goodhart: chs. 1-3 1 presentation 2 websites	Course Requirements Checklist EdS Advising Guide Quiz EdD Advising Guide Quiz Class Introductions Cultural Proficiency Receptivity Scale	10 0 0 0 30
2	Koppelman & Goodhart: chs. 4-5 1 presentation 1 website	DB Forum 1 Analysis of Approaches Paper: Topic Proposal Learning Log 1	50 35 50
3	Koppelman & Goodhart: chs. 6-7 1 presentation 2 websites	DB Forum 2 Analysis of Approaches Paper	50 150
4	Koppelman & Goodhart: chs. 8-9 1 presentation 2 websites	Case Study: Topic Proposal Learning Log 2	35 50
5	Koppelman & Goodhart: chs. 10-11 1 presentation 4 websites	B Forum 3	50
6	Koppelman & Goodhart: ch. 12 1 presentation 6 websites	Literature Review	150
7	Koppelman & Goodhart: ch. 13 1 presentation 4 websites	DB Forum 4 Learning Log 3	50 50
8	Koppelman & Goodhart: ch. 14 1 presentation 2 websites	Cultural Proficiency Reflection Paper Case Study	100 150
TOTAL			1010

DB = Discussion Board

NOTE: Each course week begins on Monday morning at 12:00 a.m. (ET) and ends on Sunday night at 11:59 p.m. (ET). The final week ends at 11:59 p.m. (ET) on Friday.