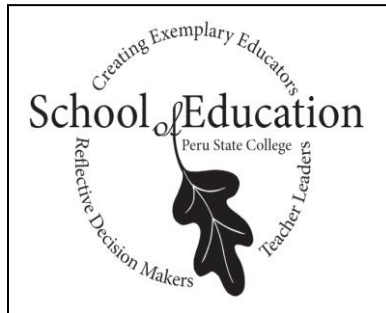


School: Education
Course Number: EDUC 505
Course Title: Diversity in Education
Credit Hours: 3



Teacher Leaders

- Enhancement of Student Learning
- Collaborative Reflection
- Professional Growth

Mission Statement

The Peru State College undergraduate conceptual framework focuses on three broad themes of professional development: grounding in foundational knowledge, a professional disposition appropriate for teaching, and a strong professional awareness. The heart of our undergraduate framework presents the teacher as a reflective decision-maker. The School of Education believes that if the undergraduate conceptual framework is to be optimally valued, then it is a strong foundation for our graduate program. Our graduate program enhances and extends reflective decision-making to evolve into a framework for reflective change. It is our desire that the Masters degree candidates become master teachers who can effect positive change in their classrooms, schools, and communities.

Our mission in the graduate program focuses on building upon the strengths and expertise of experienced teachers. The reflective change agent framework is intended to extend the teachers' skills and competencies in order to improve the performance of the students they teach. Graduate students will develop greater technological and pedagogical competencies. Graduate students will be exposed to the reflective thinking processes necessary to be competent facilitators of change in an ever-changing social and cultural milieu.

Peru State College Goals:

The shared goals of all PSC faculty are to instill in our students:

- Effective communication skills
- Computer and information literacy
- Independent critical thought and intellectual capacity for change
- Preparation to assume social and civic leadership roles
- The ability to pursue intellectually, ethically, aesthetically, and physically rewarding lives

Course Description:

Students will study issues of sensitivity to biases, perpetuation of biases in the use of language, critical examination of text books and other printed material for biases, contributions to our culture, which have accompanied changes in demographic composition of the nation and leadership issues, related to multi-cultural issues and appreciation of diversity of values, customs and styles, and personal interaction. This course meets the multicultural and gender issues requirements for teacher certification in Nebraska.

Prerequisites:

Graduate standing

Instruction Method/Mode of Delivery:

Online course delivery, online discussion group, and independent research

Text:

Hildebrand et al. (2000). *Knowing and serving diverse families* (2nd ed.) Upper Saddle River, NJ: Prentice-Hall.

Objectives:

The student taking Human Relations is expected to:

- Develop an awareness and understanding of the values, lifestyles, contributions, and history of a pluralistic society ({1.1.1, 3.1.1}) [1.21, 1.22, 2.21, 3.12, 3.13, 3.14, 3.15] [[1, 2, 4, 5]]
- Develop the ability to recognize and deal with dehumanizing biases, including, but not limited to, sexism, racism, prejudice, and discrimination, and develop an awareness of the impact such biases have on interpersonal relations ({1.1.1, 1.1.3, 3.1.1, 3.1.3}) [3.15] [[1, 2, 3, 4, 5]]
- Develop the ability to translate knowledge of human relations into attitudes, skills, and techniques which result in favorable experiences for students ({1.1.2, 1.1.3, 1.1.4, 1.1.5}) [3.32, 3.33, 3.35, 3.36, 3.37] [[1, 2, 3, 4, 5]]
- Develop the ability to recognize the ways in which dehumanizing biases may be reflected in instructional materials ({1.1.1, 1.1.2, 3.1.1}) [2.12, 3.21] [[1, 2, 3, 4, 5]]
- Develop respect for human dignity and individual rights ({1.1.3, 1.1.5, 3.1.3}) [3.22, 3.23] [[1, 2, 3, 4, 5]]
- Develop the ability to relate effectively to other individuals and to groups other than one's own in a pluralistic society ({1.1.3, 1.1.5, 3.1.3})[3.22, 3.23] [[1, 2, 3, 4, 5]]

Note: Numbers in brackets inside parentheses above, ({ }), indicate the related components of the PSC Graduate Conceptual Framework. Numbers in single brackets, [], indicate the related components of the Interstate New Teacher Assessment and Support Consortium (INTASC) Core Standards. Numbers in double brackets, [[]], indicate the related core propositions of the National Board for Professional Teaching Standards (NBPTS). Education student are expected to become familiar with these sets of standards. (The INTASC Standards are available on the PSC web page for Student Teachers.)

Student Requirements:

To successfully complete the Human Relations course, the student must:

- From the outset, become thoroughly familiar with the course syllabus and all materials related to course expectations and schedules, seeking clarification immediately for any uncertainties.
- Allot time to work regularly throughout the term in order to keep up with the assignments as the course progresses and participate regularly in the discussion groups.
- Communicate via the electronic course medium in a manner that consistently demonstrates positive regard for others.
- Read assigned chapters and view course slides.
- Complete all assignments and take all exams on time. There will be eight exams, the final being cumulative.

Assignments:

*Due dates for the assignments are listed on the course calendar (in Course Information) and in the Assignments folder. **Work submitted after its due date will be docked 10% per day overdue. No work will be accepted after 5:00 p.m. on July 23rd, 2007.** The following are brief descriptions of the assignments. For more detailed instructions, please see the Instructions for Assignments in the Assignments folder.*

Research Paper

- Select one of the Human Relations topics below (or obtain instructor approval for a topic not on the list).
- Do the necessary research to find eight (8) articles from journals, newspapers, and/or internet postings pertaining to your selected topic (and/or conduct interviews in substitution for articles), and then write a paper in which you integrate references to each of the eight articles (&/or interviews) with your own personal reflection on the topic. The reflection should be a major element of your paper. The reflection should not be limited to mere statements of whether you agree or disagree with the articles (or interviewees) or find them to be interesting or boring, but should instead demonstrate thoughtful consideration of the topic and examination of your own thought processes related to the topic.
- The body of your paper should be a minimum of ten (10) pages, double-spaced, using 12-point Times
- New Roman font with 1" top and bottom margins and 1.25" side margins (the standard default Microsoft Word margin settings). Include a title page and a full bibliography following APA format. (The title page and bibliography do count toward the ten-page length requirement.) Grading criteria are posted in the Assignments folder. ((1.1.1, 3.1.1)) [1.21, 1.22, 2.21, 3.12, 3.13, 3.14, 3.15, 3.22, 3.23]

Research Paper Topics:

Select from the following topics for the Research Paper (or obtain the instructor's approval for a topic not listed below). These topics are broad and are intended to serve as general guidelines. The student is expected to narrow the selected topic down as necessary in order to develop a scope that is appropriate for the assignment.

- Affirmative Action
- Ageism
- Anti-Americanism
- Anti-Semitism
- Bias in academic text books (e.g., cultural or gender)
- Civil rights in times of war
- Commercial marketing strategies (e.g., their effect on self-concept or on American culture)
- Cultural bias in the media
- Cultural differences in body language
- Equity in school funding
- Gay and lesbian rights
- Historical perspectives on societies' treatment of individuals with disabilities
- Historical significance of an individual in relation to a topic on this list
- Sociopolitical power
- Race/ethnic relations (perhaps in a specific social or political context)
- Separation of Church and State
- Social class differences in the U.S.

Gender Role Analysis (PowerPoint Presentation)

- Select a particular aspect of U.S. culture in which gender roles have significant influence.
- Conduct some research to analyze, characterize, and/or assess the impact of this gender-role influence. Consider comparisons/contrasts with other cultures (or subcultures) where appropriate to create greater objectivity.

- Drawing upon a minimum of six (6) outside resources as well as your own observations, develop a 40- to 50-minute PowerPoint slide show in which you present and explore the topic. Select a target-audience either of a particular P-12 grade level/range or of teachers in in-service training.
- Identify your target audience in your title slide. If your target audience is in the primary grades, divide your presentation into sections of appropriate length for the attention span of the students.
- Credit all sources in your presentation using in-text referencing and a works-cited slide at the end (in APA format). ((1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 3.1.1, 3.1.3)) [3.15]

Discussion Board Participation (Due: Weekly):

- Contribute a minimum of four (4) postings per Section (1-7) on the Discussion Board, at least one of which must be a response to a posting made by another student. (There is no Discussion Board for Section 8.)
- Threads will be posted to generate discussion. You cannot create new threads but, rather, should reply directly to the thread and/or to another student's posting. Whether responding to threads or to other students' postings, your postings will receive credit only if they substantively relate to the topic. (Replies that express agreement or disagreement, encouragement, etc., will not receive credit unless they also contain additional thoughts that build upon the discussion.) See the assessment rubric in the Assignments folder.
- Scores for Discussion-Board Participation are comprehensive (for all 28 postings) and will be calculated after all postings have been completed or during the last week of the course. ((1.1.1, 1.1.5, 3.1.1, 3.1.3)) [3.22, 3.23, 3.32, 3.33, 3.35, 3.36, 3.37]
- **Eight (8) Exams:**
- Take seven exams and a comprehensive final exam. Do the assigned readings in the text, view the class site's slide shows, read any posted electronic handouts, and use the Study Questions to guide your study for the exams. Exams may be taken early but may not be taken late. **There will be no make-up exams. Students are strongly advised not to wait until the last day to take exams, as scores of zero received on that day due to problems with loss of connection, other technical difficulties, or personal emergencies will be final.** ((1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5))

Assessment Method:

Grade points for this course are distributed as follows:

| | |
|--------------------------------|---------------|
| Research Paper | 21% |
| Gender Role Analysis | 20% |
| Discussion Board Participation | 14% |
| Exams 1-7 | 5% each (35%) |
| Final Exam | 10% |

Grading Policy:

The PSC grading scale is as follows:

| | | | |
|----|--------|----|-------|
| A | 90-100 | C | 70-74 |
| B+ | 85-89 | D+ | 65-69 |
| B | 80-84 | D | 60-64 |
| C+ | 75-79 | F | 0-59 |

Incomplete Coursework:

To designate a student's work in a course as incomplete at the end of a term, instructors record the incomplete grade (I). Students may receive this grade only when serious illness, hardship, death in the immediate family, or military service during the semester in which they are registered prevents them from completing course requirements. In addition, to receive an incomplete, a student must have completed a majority of the course's major requirements. Unless extenuating circumstances dictate otherwise, students must initiate requests for an

incomplete by filing out an Incomplete Grade Completion Contract, which requires the student and faculty signature.

The Incomplete Grade Completion Contract cites the reason(s) for the incomplete and details the specific obligations the student must meet to change the incomplete to a letter grade. If students agree to complete required work prior to the normal deadline for making up an incomplete – the end of the subsequent semester – this date must appear in the contract. The division chair, the instructor, and the student receive signed copies of the incomplete Grade Completion Contract.

Even if the student does not attend Peru State College, all incomplete course work must be finished by the end of the subsequent semester. Unless Faculty Senate approves an extension, if the student does not fulfill contract obligations in the allotted time, the incomplete grade automatically becomes an F.

Students who have filed an application for graduation are not eligible for a grade of Incomplete.

Accommodation Statement:

The Rehabilitation Act of 1973 (public law 93-112) section 504, provides that “no otherwise qualified disabled individual in the United States...shall solely by reason...disabled, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving federal financial assistance.”

- It is the student’s responsibility to notify the institution of any special circumstances that would affect his/her ability to compete equally in the college environment. Learning disabilities must be appropriately documented.
- Students are encouraged to self-identify at the earliest possible time upon enrollment at Peru State College.
- Students should contact the Academic Resource Center (ARC), TJ Majors 316/317 in order to present documentation and request appropriate accommodation.
- Following the verification of diagnosis and documentation, PSC personnel will work with the student to provide the appropriate accommodation.

Academic Dishonesty:

Academic integrity is a basic principle that requires the student to take credit only for ideas and efforts that are his/her own. It is dishonest to submit material in assignments, exams, or other academic work that is based on sources prohibited by the faculty member. Students are entirely responsible for demonstrating to the faculty member’s satisfaction, that all work submitted for evaluation belongs to the student or is properly documented. Academic dishonesty, or cheating, shall include, but is not limited to, situations in which a student:

- Refers during an academic evaluation to material sources not authorized by the faculty member.
- Utilizes devices during an academic evaluation that are not authorized by the faculty member.
- Provides assistance to another student or receives assistance from another student during an academic evaluation in a manner not authorized by the faculty member.
- Presents as his/her own the ideas or words of another person without customary and proper acknowledgment of sources, commonly called plagiarism.
- Knowingly permits his/her words to be submitted by another person without the faculty member’s specific permission.
- Acts as a substitute or utilizes a substitute in any academic evaluation.
- Fabricates data in support of laboratory or field work.
- Possesses, buys, sells, obtains, or uses a copy of any materials intended to be used as an instrument of academic evaluation in advance of its administration. This includes online posting of papers, essays,

exams, etc. online or hardcopy.

- Alters grade records of his/her own or another student work in a course or a component of a course.

Instances of academic dishonesty may be discovered in a variety of ways. Faculty members who assign written work ordinarily check citations for accuracy, run data base and online checks, and may simply recognize familiar passages that are not cited. They may observe students in the act of cheating. Other students, faculty, or staff may become aware of instances of cheating. All persons who observe or otherwise know about instances of cheating are expected to report such instances to the proper instructor or Dean.

Penalties for instances of academic dishonesty:

- The faculty member, at his or her discretion, may:
 1. assign a failing grade for the assignment
 2. assign a failing grade for the course
 3. recommend to the appropriate Dean that the student's transcript reflect a course failure for reasons of academic dishonesty
 4. request that the appropriate Dean recommends to the President that the offending student be suspended for one semester or, in particularly egregious cases, permanently expelled from the College.
- A faculty member need present only basic evidence of academic dishonesty. There is no requirement for proof of intent. Students are responsible for understanding the tenets of academic honesty and integrity.
- Students may appeal penalties for academic dishonesty using the process established for Appeal of Grades (Section 1.A.4)

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