

## Syllabus

**The University of Oklahoma  
College of Education  
Educational Administration, Curriculum and Supervision  
EACS 6970: Pluralism in Education  
OU-Tulsa  
Fall, 2006**

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### **College of Education Mission:**

The mission of the college of education is to promote inquiry that fosters democratic life and is fundamental to productive activity in the interrelated areas of teaching, research and service in a multicultural society.

### **EACS Mission:**

The “Pluralism in Education” course is aligned with the Educational Administration, Curriculum and Supervision (EACS) area beliefs that PK-12 schools are complex organizations that need leaders who understand: 1) the theoretical and conceptual aspects of schools, their people, and programs for both children and adults who are constantly learning from the context of the organization; 2) the technical knowledge of the content areas and areas of specialization found within the EACS knowledge bases; 3) the integration of theory, research, and practice as a means of grounding new best practices.

The EACS curriculum is under-girded by a dynamic knowledge base that reflects current and recommended practices as examined through basic and applied research. The EACS graduate should be able to transfer theory and research into practice and to analyze practice through theory and research. To this end, theory, research, and practice are viewed as reciprocal and equal in developing and refining program area offerings. The curriculum is vertically and horizontally articulated, allowing students the opportunity to study both the broader area of leadership and an area of emphasis as they become proficient in understanding, applying, and conducting research - both formally, as scholar leaders, and informally, as informed practitioners through action research. The

curriculum provides the conceptual and philosophical bases of continuing education as students develop specified competencies.

The EACS faculty recognizes the unique learning needs of our adult students. Accordingly, the faculty encourages learning through the utilization of a variety of instructional approaches (e.g., lecture, discussion, large and small group work, computer and non-computer simulation, site visitations, and interactions with practitioners in order to properly engage students in learning. Further, the faculty of EACS recognizes that as an outgrowth of its conceptual framework there are knowledge bases accepted by learned societies such as ELCC, NPBEA, and UCEA.

Within these accepted but evolving knowledge bases there are competencies and skills that may also be applied in regulated field experiences such as internships and practica. The competencies and skills evolve (broadly) around the following: developing, articulating, implementing, stewarding, and promoting community involvement in developing a vision; promoting positive school culture; providing effective instructional program, applying best practices to student learning, and designing comprehensive professional growth programs; managing the operations and resources in the organization; collaborating with families and other community groups, responding to community interests and needs; mobilizing community resources; acting with integrity and ethically; understanding and responding to and influencing the larger political, social, economic, legal, and cultural context.

### Religious Holidays

“It is the policy of the University to excuse the absences of students that result from religious observances and to provide without penalty for the rescheduling of examinations and additional required classwork that may fall on religious holidays.”

### Students with Special Needs

“ Any student in this course who has a disability that may prevent him or her from fully demonstrating his or her abilities should contact me personally as soon as possible so we can discuss accommodations necessary to ensure full participation and facilitate your educational opportunities.”

The goals of this course are directly served by the required text:

Henze, R., Katz, A., Norte, E., Sather, S., & Walker, E. Leading for Diversity. Corwin Press, Inc., 2002. ISBN: 0-7619-7898-4

- Recognize and develop the student’s strengths as a leader in a diverse school/district
- Assess the ways that organizational structures support or constrain positive relations
- Understand the nature of ethnic conflict or tension in schools
- Identify an educational organization’s priority needs relative to pluralism
- Develop a core vision of interethnic relations

- Create and implement a plan for promoting positive interethnic relations
- Document the effectiveness of an organizational plan for improving interethnic relations

Assignments: Homework/Classwork (60 points)  
 Reflections Journal – 33 Key Questions for Leaders (33pts)  
 Reflections Journal – 6 Activities from text (18pts)  
 3 Video Summaries (9pts)  
 Literature Review – (40 points)  
 Class Participation Activities – (100 points)  
 20 Activities from text  
 Final Project – (100 points)  
Plan for Addressing a School/District Dilemma  
 or for Improving Interethnic Relations

Grading Scale:

270-300 points	A
240-269 points	B
210-239 points	C
0-209 points	F

Pre-Work: Read Introduction and Part I of Leading for Diversity  
*Activity 3: Experience a Different Neighborhood, p. 19*  
 Collect 10 Journal Articles related to some topic of personal  
 interest in the area of diversity leadership. These journals  
 will be used as each student constructs a Review of the  
 Literature to support the final project

### **Weekend One**

Friday, September 8, 2006

4:00 P.M. Edwards & Jeter -Classroom 3100

- Introductions
- Review Syllabus
- Set Norms
- Introduction
  - *Activity 1: Defining Terms, p.7*
  - *Activity 2: More Terms or Groups, p.12*

### Research Strategies & Resources

Computer Lab #3110 -OU Education Librarian: Lynn Yeager

Students will explore the research options available through the University of Oklahoma System. This opportunity will avail students the opportunity to identify additional resources that will be included in the Literature Review for the Final Project.

\*\*\*\*\*Break\*\*\*\*\*

Jeter

*What Administrators Need to Know when Teaching Minority Students*

\*\*\*\*\*Break\*\*\*\*\*

Edwards

Part I A Framework for Developing Positive Interethnic Relations

Chapter 1 Leading from Within

Chapter 2 Assessing the School Context

- *Activity 5: Segregation and Integration, p.37*

Reflections Journal

3 Key Questions for Leaders, p. 20, 21, & 22

5 Key Questions for Leaders, p. 26, 32, 40

Saturday, September 9, 2006

9:00 A.M. - Jeter

Chapter 3 Understanding Racial and Ethnic Conflict

- *Activity 6: Issues that Trigger Racial and Ethnic Conflict, p.52*

Chapter 4 Identifying High-Priority Needs – Individual and School-wide

- *Activity 7: Social Grouping Patterns, p.58*

\*\*\*\*\*Break\*\*\*\*\*

Guest Speaker: English Language Learners and Children from Poverty

Dr. Nilda Reyes, Director – Equity & Diversity, Tulsa Public Schools

\*\*\*\*\*Lunch\*\*\*\*\*

Edwards

Chapter 5 Envisioning Positive Interethnic Relations

Chapter 6 Selecting Approaches for a Coherent Plan

- *Activity 10: Selecting Approaches, p.104*

\*\*\*\*\*Break\*\*\*\*\*

*Fear and Learning at Hoover Elementary*  
Video

This is an award-winning documentary on the conflicts and tensions created by the current anti-immigrant, anti-bilingual climate and the impact on teachers and children. The goal is to build awareness and stimulate conversation in discussion regarding solutions for dealing with these sensitive issues.

\*\*\*\*\*Break\*\*\*\*\*

Edwards

- Chapter 7     Implementing and Refining the Plan
  - *Activity 11: Communication Style, p.108*
  - *Activity 12: Elements for Effective Intervention, p.117*
- Chapter 8     Documenting and Communicating Success in Interethnic Relations

Reflections Journal

- 6 Key Questions for Leaders, p. 44, 48, 49
- 1 Key Question for Leaders, p. 58
- 5 Key Questions for Leaders, p. 67, 68, 74, & 76
- 3 Key Questions for Leaders, p. 81
- 7 Key Questions for Leaders, p. 106, 108, & 111
- 3 Key Questions for Leaders, p. 120, 122, 124

Sunday, September 10, 2006

1:00 P.M.

Guest Speaker:                   The Banks Survey – An Overview

Tulsa Public Schools

\*\*\*\*\*Break\*\*\*\*\*

Edwards & Jeter

Preparing a Literature Review

\*\*\*\*\*Break\*\*\*\*\*

*Skin Deep*

Video

A group of multicultural college students dialogue on issues of race and racism. Originally filmed in 1994, an update was produced in 1997 with four of the students.

\*\*\*\*\*Break\*\*\*\*\*

## Putting Part I into Perspective

Homework:

- *Activity 4: Supporting and Constraints, p.28*
- *Activity 8: Prioritizing Needs, p.63*
- *Activity 9: Visioning, p.71*
- *Activity 13: Documenting Impact, p.121*

### **Weekend Two**

Friday, September 29, 2006

4:00 P.M. – Classroom 3100

Present Homework Findings

\*\*\*\*\*Break\*\*\*\*\*

Guest Speaker: Children with Special Needs for Learning  
Dr. Taylor Young, Assistant Superintendent for Special Education  
Tulsa Public Schools

\*\*\*\*\*Break\*\*\*\*\*

Jeter

Part II Cases in Interethnic Relations for School Leaders

Chapter 9 The Ripple Effect of Conflict

- *Activity 14: Possible Responses, p.130*

Chapter 10 The Power of the School Secretary

- *Activity 16: Possible Responses, p.138*

Reflections Journal

- *Activity 15: Extended Reflection, p.134*
- *Activity 17: Extended Reflection, p.140*

Saturday, September 30, 2006

9:00 Edwards

- Chapter 11 Challenging Attitudes
  - *Activity 18: Possible Responses, p.145*
- Chapter 12 What's Data Got to Do with It
  - *Activity 20: Issues to Grapple With, p.157*

\*\*\*\*\*Break\*\*\*\*\*

Guest Speaker:

\*\*\*\*\*Lunch\*\*\*\*\*

Jeter

- Chapter 13 Dilemmas of Pluralism and Unity
  - *Activity 22: Multiple Perspectives, p.167*
  - *Activity 23: Possible Responses, p.167*
- Chapter 14 Maintaining Confidentiality
  - *Activity 25: Possible Responses, p.174*

\*\*\*\*\*Break\*\*\*\*\*

*Off Track: Classroom Privilege for All*  
Video

“This video takes the viewer into a World Literature classroom where all of the students in the room – lower income, middle class, and affluent; white, African American, Asian-American, and Latino; girls and boys; those automatically ‘advanced’ and those who have been labeled in need of ‘special education’ – receive and produce high quality education.”

\*\*\*\*\*Break\*\*\*\*\*

Student Presentations of Literature Reviews – Discussion

Reflections Journal

- *Activity 19: Extended Reflection, p.151*
- *Activity 21: Issues to Grapple With-Detracking, p.161*
- *Activity 24: Extended Reflection, p.170*
- *Activity 26: Extended Reflection, p.177*

Sunday, October 1, 2006

1:00 P.M.

Guest Speaker

Jessica Stowell  
Chinese Teacher Exchange Program – TPS-OU

\*\*\*\*\*Break\*\*\*\*\*

Student Proposals of Projects – A Review of the Literature and the Related Projects

\*\*\*\*\*Break\*\*\*\*\*

Discussion of Projects and Review of the Course

\*\*\*\*\*Break\*\*\*\*\*

Reflective Written Summative Exercise