Summer 2015

Dr. Brian Bourke

DEPARTMENT: Educational Studies, Leadership, and Counseling

COURSE PREFIX: HDL   COURSE NUMBER: 670   CREDIT HOURS: 3

I. **TITLE:**
   Multicultural and Diversity Issues in Leadership

II. **COURSE DESCRIPTION AND PREREQUISITE(S):**
   The purpose of this course is to focus on the role that cultural environment plays in the lives of people and the implications of that role for leaders. There will be an overview of the different micro-cultures to which individuals belong, customs and traditions related to leadership. It is expected that the student will expand his/her multicultural perspective and gain greater knowledge of the understanding and practice of intercultural leadership.
   Prerequisite(s): Admission to graduate studies at Murray State University and graduate standing.

III. **COURSE OBJECTIVES:**
   Upon successful completion of this class, the student will be able to:
   A. possess a knowledge base of cultural factors such as language, personal attributes, social mores, and an understanding of the sociology, history, values, and politics of various cultural groups and special populations.
   B. develop those characteristics necessary for successful interaction with diverse individuals such as empathy, genuineness/objective/subjective balance, self-awareness, acceptance, desire to help, and patience.

IV. **CONTENT OUTLINE:**
   A. Traditional Models of Development: Appreciating Context and Relationship
   B. Individual Leadership Reflection Through Self Awareness, Self Leadership
   C. Understanding of Cultural Competencies, Customs, Traditions
   D. Identity Development and the Convergence of Race, Ethnicity and Gender
   E. Critical Thinking: Challenging Development Myths, Stigmas, Stereotypes
   F. Diversity at Work
   G. Leading Across the Cultures
   H. Development of a Multicultural Vision

V. INSTRUCTIONAL ACTIVITIES:

This course utilizes the Canvas course management system. (https://murraystate.instructure.com/login). Students need their Murray State University ID and Password to log in. The course instructor will communicate with students via a variety of interactive tools including discussions, announcements, and email. Students in this course are required to log in Canvas regularly (at least once a week) to access the course content, to participate in class discussions or chats, and to complete course assignments.

Student learning requirements:

Email Account: An email account is mandatory for this course. Throughout the semester, course-related information may be distributed to the student's Murray State University email address (RacerMail). Students are expected to check their RacerMail regularly (at least once a week for course updates). Please note: Email is used primarily as a tool of communication in this course. All assignments in this course must be submitted to Canvas (Detailed "How to submit" instructions will be provided for each assignment).

Internet Access: Students in this course are required to have access to high-speed internet and a computer in order to have a successful experience in this online course. This course is not appropriate for a student who has no or limited (such as dial-up) internet access.

File storage: Students in the course are required to have a file storage/retrieval media (such as a computer hard disk, USB flash drive, memory card, or CD-RW) for the purpose of saving students' own work completed in this course. Students in this course are required to make backups regularly to safeguard their own data.

Software: Students in this course are required to have access to the following software in order to complete this course: Web browser (such as Firefox®, Internet Explorer®), Adobe Reader®, CutePDF Writer®, Microsoft Word®, Microsoft Excel®,   and Microsoft PowerPoint® software. Please note: To download the free CutePDF Writer® and install it in your own computer,

you may visit http://www.cutepdf.com/

LiveText: Students enrolled in the Human Development and Leadership (HDL) program are required to have access to LiveText (a server program available for purchase at Murray State University bookstore). From each of the HDL core courses there will be a common assignment with a common grading rubric. The common assignment of the HDL program will be placed on LiveText server and will be used as part of HDL students' comprehensive exam in the end. The Diversity Research Project of HDL670 is part of the common assignment for the HDL program. The Diversity Interview Reflection and Cultural Competencies Essay are also submitted to LiveText. LiveText submissions should be completed after submitting each assignment to Dr. Bourke through Canvas.

VI. FIELD, CLINICAL, AND/OR LABORATORY EXPERIENCES:

The student's professional workplace acts as the laboratory to explore course issues. Students will develop a project that includes a structured interview with an individual in a career field that is of interest to their research, but with a cultural background distinctly

different than that of the student.

Students will research and participate in a cultural immersion project.

Students will utilize the discussion board across the term with reflections addressing class experience and reactions to assigned readings to develop a snapshot in time of the individual's approach, views and understanding of diversity and multiculturalism.

A Diversity Research Project will be developed based on multicultural area of interest and shared with the class through an online presentation.

Discussions will be in online via Canvas. Participation is expected and required.

TEXT(S) AND RESOURCES:
Bucher, R. D. (2015). Diversity consciousness: Opening our minds to peoples, cultures and organizations (4th ed.). Upper Saddle River, NJ: Prentice Hall.

Other course reading materials will be provided by the instructor.

COMMON TEXT FOR HDL: Northouse, P. (2013). Leadership: Theory and practice (6th ed.). Los Angeles: Sage Publications.

VII. **EVALUATION AND GRADING PROCEDURES:**
Students are expected to submit their work no later than the due date. All due dates are noted within this class schedule and on Canvas. Students are expected to construct their own schedules to meet these deadlines. Late assignments are only accepted with prior approval of the instructor. Any late submission must include a written explanation including the following: a) date assignment was originally due; b) date assignment was submitted; c) reason(s) for the delay; and d) proposed penalty (if any) for the delay. Any late assignment, including those with advance notice, is likely to result in a reduction of your final grade for that assignment.

All assignments should abide by the following guidelines, unless otherwise noted in the syllabus:
1. All work is expected to meet the standards of graduate level work:
    a. Well written, free of errors in grammar, style, and assumptions.
    b. Statements made are supported by evidence either from data or scholarly sources.
    c. All work represented as original is in fact original work.
    d. Work and thoughts that are not those of the student are cited or quoted appropriately.
2. APA is to be followed, including the treatment of headings.
3. The following guidelines are to also be followed for assignments to be completed for this course:
    a. 1" margins on all sides
    b. 12 point Times New Roman font

      c. Double spaced
      d. Page numbers must be used
      e. Cover sheets should be used for all assignments. Student name should be placed on cover sheet only, and not at top of first page of text.
      f. First page of text should begin with title of paper on first line at the top of the page.

The grading system is as follows:

Discussion	20%
Cultural Competencies Essay	18%
Diversity Interview	20%
Diversity Research Project – Topic	10%
Diversity Research Project – Outline	12%
Diversity Research Project - Final Paper	20%

A = 90 – 100%
B = 80 – 89%
C = 70 – 79%
D = 60 – 69%
E = below 60%

A student seeking to have an "incomplete" course grade must follow the established university regulation and policy. Please note that incompletes are rare, and only granted in response to extreme circumstances.

Notice to all HDL students beginning the HDL program during Fall 2011 or subsequent semesters: A grade of incomplete ("I") will be given until the common assignment is posted on LiveText for each core class taken during a semester. Common assignments are listed on the syllabi and designated as the common assignment for each HDL core course (ADM630, HDL625, HDL655, HDL660, HDL670, HDL692 and the research project from CNS635). The common assignments posted on LiveText will be utilized for the HDL comprehensive exam.

Participation and active engagement in every class module is essential. More than one absence is too many. Specific learning experiences occur in each class session. The vast majority of the class discussions will be spent in discussion of the readings. This course is reading–intensive and requires preparation outside of the class session. Please be prepared to discuss and respond to each reading. Each student in this course is expected to complete assignments in a timely fashion, contribute meaningfully to class discussions, and as appropriate, prepare objective critiques of research, readings, and other class efforts.

The following activities are required to assist you in fulfilling the objectives for this course:

Class participation - Participation and active engagement in every class module is essential. Specific learning experiences occur in each class module. The vast majority of the class discussions will be spent in discussion of the readings. This course is reading–intensive and requires preparation. Please be prepared to discuss and respond to each reading. Each student in this course is expected to complete assignments in a timely fashion, contribute meaningfully to class discussions, and as appropriate, prepare objective critiques of research, readings, and other class efforts.

Evaluation of class participation will consider the following:
1) To what extent do you incorporate class readings into the discussion?
2) To what extent do you link readings with your practical experience?
3) To what extent do you engage your colleagues in the class in meaningful thought, analysis, and debate around the course material?
4) To what extent do you contribute to your colleagues' understanding of complex ideas and perspectives by raising insightful and probing questions?
5) To what extent do you practice active listening as a way of informing your perspective?
(borrowed from Susan K. Gardner, Ph.D., Assistant Professor, U of Maine)

Discussion Assignments (100 points total)

As an asynchronous online course, discussions are used as a means for students to interact with each other around assigned course readings. Students are expected to respond to specific questions about content from the textbook and class discussions. Your postings should demonstrate a comprehension of materials posted for the module, in response to the questions or prompts.

Diversity Research Project (DRP) – Final Paper (100 points)
Based on a topic from the course, a research paper will be developed and will include: 1) background of the issue selected; 2) research about the topic with a minimum of ten peer-reviewed research articles referenced in this section; 3) relevance of findings for your career setting; 4) personal reflection about what you learned from the research project and the relevance of your findings from a leadership perspective; 5) information from and correlation with the Diversity Interview. This body of this paper should be at least 8-10 pages in length.

Diversity Research Project – Topic Identification (50 points)
The first step in addressing the DRP is identifying a topic. For this assignment, please share your rationale for choosing the diverse population or cultural group and give a brief overview of how you plan to approach this topic.

Diversity Research Project – Outline & Citations (60 points)
The purpose of this assignment is to allow you to begin structuring the flow of your research paper and to present your scholarly resources in a meaningful way. Each main point that you present in your research project must be supported by scholarly research, so this assignment allows you to show how you are connecting your ideas to the research.

Diversity Interview (DI) (100 points)
In this assignment, students are expected to interview an individual (in person or by phone) from their selected diverse population and preferably working in their present/future career field. Some interview questions will be provided.

Cultural Competencies Essay (90 points)

Students will compose an essay connecting their individual development of cultural competence to their approaches to leadership. This essay is drawn from Northouse (2013) Leadership, Chapter 15 - Culture and Leadership. Each student is to address the questions listed in the assignment on Canvas. Refer to the rubric on Canvas for information about expectations for addressing this assignment.

VIII. ATTENDANCE POLICY:
Students are expected to adhere to the MSU Attendance Policy outlined in the current MSU Bulletins.
There will be no required face-to-face meetings for this web course. However, students will be expected to make weekly progress online. You must complete items in Canvas sequentially. Completion of one item unlocks the next, and so on.

IX. ACADEMIC HONESTY POLICY:
Murray State University takes seriously its moral and educational obligation to maintain high standards of academic honesty and ethical behavior. Instructors are expected to evaluate students' academic achievements accurately, as well as ascertain that work submitted by students is authentic and the result of their own efforts, and consistent with established academic standards. Students are obligated to respect and abide by the basic standards of personal and professional integrity.

Violations of Academic Honesty include:
Cheating - Intentionally using or attempting to use unauthorized information such as books, notes, study aids, or other electronic, online, or digital devices in any academic exercise; as well as unauthorized communication of information by any means to or from others during any academic exercise.

Fabrication and Falsification - Intentional alteration or invention of any information or citation in an academic exercise. Falsification involves changing information whereas fabrication involves inventing or counterfeiting information.

Multiple Submission - The submission of substantial portions of the same academic work, including oral reports, for credit more than once without authorization from the instructor.

Plagiarism - Intentionally or knowingly representing the words, ideas, creative work, or data of someone else as one's own in any academic exercise, without due and proper acknowledgement.

Instructors should outline their expectations that may go beyond the scope of this policy at

the beginning of each course and identify such expectations and restrictions in the course syllabus. When an instructor receives evidence, either directly or indirectly, of academic dishonesty, he or she should investigate the instance. The faculty member should then take appropriate disciplinary action.

Disciplinary action may include, but is not limited to the following:
1) Requiring the student(s) to repeat the exercise or do additional related exercise(s).
2) Lowering the grade or failing the student(s) on the particular exercise(s) involved.
3) Lowering the grade or failing the student(s) in the course.
If the disciplinary action results in the awarding of a grade of E in the course, the student(s) may not drop the course.

Faculty reserve the right to invalidate any exercise or other evaluative measures if substantial evidence exists that the integrity of the exercise has been compromised. Faculty also reserve the right to document in the course syllabi further academic honesty policy elements related to the individual disciplines.

A student may appeal the decision of the faculty member with the department chair in writing within five working days. Note: If, at any point in this process, the student alleges that actions have taken place that may be in violation of the Murray State University Non-Discrimination Statement, this process must be suspended and the matter be directed to the Office of Equal Opportunity. Any appeal will be forwarded to the appropriate university committee as determined by the Provost.

X. NON-DISCRIMINATION POLICY STATEMENT:
Murray State University endorses the intent of all federal and state laws created to prohibit discrimination. Murray State University does not discriminate on the basis of race, color, national origin, gender, sexual orientation, religion, age, veteran status, or disability in employment, admissions, or the provision of services and provides, upon request, reasonable accommodation including auxiliary aids and services necessary to afford individuals with disabilities equal access to participate in all programs and activities.
For more information, contact the Executive Director of Institutional Diversity, Equity and Access, 103 Wells Hall, (270) 809- 3155 (voice), (270) 809-3361 (TDD).

XI. Other required departmental or collegiate committee information
DISPOSITIONS OF A MURRAY STATE UNIVERSITY COLLEGE OF EDUCATION AND HUMAN SERVICES GRADUATE
1. Inclusive – Is an advocate for an inclusive community of people with varied characteristics, ideas, and worldviews.

2. Responsible – Considers consequences and makes decisions in a rational and thoughtful manner for the welfare of others; acts with integrity to pursue an objective with thoroughness and consistency.

3. Enthusiastic – Is eager and passionately interested in tasks that relate to beliefs about education.

4. Caring – Demonstrates regard for the learning and wellbeing of every student.

5. Confident – Exhibits certainty about possessing the ability, judgment, and internal resources needed to succeed as a teacher.

6. Ethical – Conforms to accepted professional standards of conduct by making

decisions based on standards and principles established by the education profession.
7. Leadership – Is an ethical change agent who acts to inspire classrooms, schools, districts, and communities. The instructor reserves the right to modify the format of this course as circumstances demand.

Bourke Policies
The following policies reflect lessons I have learned about teaching graduate level courses in both online and face to face settings.

Communication
If you have questions that you would generally ask by raising your hand in class (such as questions about assignments, the readings, etc.), please post those to the discussion forum in the main section of Canvas. If you have questions that you feel are best asked one on one, please send those via email. If you ask a question, and I feel that the entire class could benefit from the response, I will post the response to the forum (but I will not identify the student asking the question). We are taking this approach account for the possibility of absences, so that all students have direct access to questions and answers.

Email policy – I understand that when you send me a question, you want an answer quickly. However, please keep in mind that when you send your email, I may not physically be able to respond (I may be sleeping, driving, teaching, advising, or any number of activities that would prevent me from checking my email). I will do my very best to respond to emails within 24 hours of you sending them (but usually few than 12 hours will pass). My general window for email response is between 7 AM and 9 PM (Central time).

These guidelines apply to responses to Forum posts and social media, as well.

Telephone – If you want to give me a call to ask a question or talk about something, my office number is (270)809-3588.

Virtual Meeting – I am more than happy to schedule virtual meetings over webcam (preferably Google Hangouts). I am available at various times throughout the work week. Sometimes it can be beneficial to talk to brainstorm ideas rather than emailing back and forth. Email me to set up a Virtual Meeting.

Ground Rules
I offer these ground rules at the end of this syllabus in order to communicate my expectations for how we engage in discussions in this course.

1. This is a democratic community – each community member has an equal voice.
2. We are here to have a series of discussions, not to listen to me talk all of the time.
3. All opinions are valid, but opinions are not truths.

4. There are no truths, only viewpoints.
5. We are here to learn from each other.
6. Should an inaccuracy or fallacy be uttered, I will be the one to address it.
7. I reserve the right to cut-off any story or sharing of personal experience that seems to be veering off-topic or becomes too emotionally jarring for any member of the community.
8. We can disagree with each other, and with the authors of our readings. Disagreements should be based in careful consideration of what is being presented and not on an individual.