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,
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.

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 journal or utilize the discussion board across the semester with reflections from each lecture and class experience 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 a PowerPoint presentation. Discussions will be in class and/or online via Canvas. Participation is expected and required.

VII. TEXT(S) AND RESOURCES:
Other course reading materials will be provided by the instructor.

VIII. EVALUATION AND GRADING PROCEDURES:
Students are expected to submit their work no later than the due date. Assignments turned in after the due date will result in a deduction of 50 percent of the assignment points per day the assignment is late. Even though an assignment turned in two days after the due date will result in a grade of zero, students are still required to complete the assignment. Failure to complete all the assignments and learning tasks before the last day of class will result in a letter grade of “incomplete.” A student seeking to have an “incomplete” course grade changed must follow the established university regulation and policy. The grading system is as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Interview</td>
<td>12%</td>
</tr>
<tr>
<td>Diversity Research Project</td>
<td>28%</td>
</tr>
<tr>
<td>Homework/Discussion assignments</td>
<td>60%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

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

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.

Diversity Interview (DI)
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.

Diversity Research Project (DRP)
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.

Homework/Discussion (HD) Assignments
Students are expected to respond to specific questions about content from the textbook and class discussions. There will be 7 homework/discussion assignments for a total of up to 60% of the course grade.

IX. 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.

X. 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.

XI. 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).

XII. 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.
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.