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. PREREQUISITES
For information regarding prerequisites for this course, please refer to the Academic Course Catalog.

II. REQUIRED RESOURCE PURCHASES
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. 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 400 words. Each of 2 replies must be at least 200 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.

I. Exam

The candidate will complete a comprehensive open-book/open-notes exam consisting of 4 essay questions. The candidate will have 2 hours and 45 minutes to complete the exam.

VI. COURSE GRADING AND POLICIES

A. Points

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Requirements Checklist</td>
<td>10</td>
</tr>
<tr>
<td>Discussion Board Forums (4 at 50 pts ea)</td>
<td>200</td>
</tr>
<tr>
<td>Cultural Proficiency Receptivity Scale</td>
<td>10</td>
</tr>
<tr>
<td>Cultural Proficiency Reflection Paper</td>
<td>40</td>
</tr>
<tr>
<td>Analysis of Approaches: Topic Proposal</td>
<td>25</td>
</tr>
<tr>
<td>Analysis of Approaches Paper</td>
<td>150</td>
</tr>
<tr>
<td>Learning Logs (3 at 50 pts ea)</td>
<td>150</td>
</tr>
<tr>
<td>Literature Review</td>
<td>150</td>
</tr>
<tr>
<td>Case Study: Topic Proposal</td>
<td>25</td>
</tr>
<tr>
<td>Case Study</td>
<td>150</td>
</tr>
<tr>
<td>Exam (Modules 1–8)</td>
<td>100</td>
</tr>
</tbody>
</table>

Total 1010

B. Scale

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. Late Assignment Policy

If the student is unable to complete an assignment on time, then he or she must contact the instructor immediately by email.
Assignments that are submitted after the due date without prior approval from the instructor will receive the following deductions:

1. Late assignments submitted within one week of the due date will receive a 10% deduction.
2. Assignments submitted more than one week late will receive a 20% deduction.
3. Assignments submitted two weeks late or after the final date of the course will not be accepted.
4. Late Discussion Board threads or replies will not be accepted.

Special circumstances (e.g., death in the family, personal health issues) will be reviewed by the instructor on a case-by-case basis.

E. Disability Assistance

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

**EDUC 848**


<table>
<thead>
<tr>
<th>Module/Week</th>
<th>Reading &amp; Study</th>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| 1           | Marshall & Oliva: chs. 1–2  
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  
10 |
| 2           | Marshall & Oliva: ch. 3  
1 presentation  
1 website | DB Forum 1  
Analysis of Approaches Paper: Topic Proposal  
Learning Log 1 | 50  
25  
50 |
| 3           | Marshall & Oliva: chs. 7–8  
1 presentation  
2 websites | DB Forum 2  
Analysis of Approaches Paper | 50  
150 |
| 4           | Marshall & Oliva: ch. 6  
1 presentation  
2 websites | Case Study: Topic Proposal  
Learning Log 2 | 25  
50 |
| 5           | Marshall & Oliva: ch. 9  
1 presentation  
4 websites | DB Forum 3 | 50 |
| 6           | Marshall & Oliva: chs. 4–5  
1 presentation  
5 websites | Literature Review | 150 |
| 7           | Marshall & Oliva: chs. 11–12  
1 presentation  
4 websites | DB Forum 4  
Learning Log 3  
Exam | 50  
50  
100 |
| 8           | Marshall & Oliva: chs. 13–14  
1 presentation  
2 websites | Cultural Proficiency Reflection Paper  
Case Study | 40  
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.