

Syllabus for  
**GPED 823—Group Relations/Multicultural Education**  
3 Credit Hours  
Fall Module  
October 2-5, 2013

*The Mission of the Oral Roberts University College of Education is to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for the professional public and private responsibilities in the field of education throughout the world. The College of Education's mission includes training and developing professional educators with a Christian worldview who will go into every person's world as transformed educators who will impact society for the purpose of transforming the next generation.*

**I. COURSE DESCRIPTION**

Prepares educational leaders to deal with cultural diversity in the community, curriculum, and classroom. Examines current issues of multiculturalism in society and educational settings.  
Prerequisite: None

**II. COURSE GOALS**

The purpose of this course is to enable the student to do the following:

- A. Have an understanding of the impact of multicultural education on current educational practices.
- B. Analyze multiculturalism and its goals, based on a biblical worldview.

**III. STUDENT LEARNING OUTCOMES FOR THIS COURSE**

As a result of successfully completing this course, the student will be able to do the following:

- A. Express the basic concepts and motivations of multiculturalism.
- B. Identify basic characteristics of the following culture groups and educational best practices for each group.
  - 1. Various Ethnic Groups
  - 2. People Living with Abilities/Disabilities
  - 3. People Living in Poverty
  - 4. International Students Living in the U.S.
  - 5. The Culture of Poverty
  - 6. International Students Studying in North America
- C. Discuss current research on multicultural issues.
- D. Discuss how parents and extended family members deal with cultural issues.
- E. Discuss issues of gender bias.
- F. Demonstrate and discuss how educators can interact in a multicultural society and maintain a strong biblical worldview.

- G. Describe the College of Education Conceptual Model and discuss the integration of a biblical foundation and Christian worldview as related to a whole person education.

#### IV. TEXTBOOKS AND OTHER LEARNING RESOURCES

- A. Required Materials for Pre-Assignment Reading will be emailed to students prior to modular class.
- B. Other reading materials will be distributed in class.

#### V. POLICIES AND PROCEDURES

- A. University Policies and Procedures (may or may not be applicable)
  - 1. Attendance at each class or laboratory is mandatory at Oral Roberts University. Excessive absences can reduce a student's grade or deny credit for the course.
  - 2. Students taking a late exam because of an unauthorized absence are charged a late exam fee.
  - 3. Students and faculty at Oral Roberts University must adhere to all laws addressing the ethical use of others' materials, whether it is in the form of print, video, multimedia, or computer software. By submitting an assignment in any form, the student gives permission for the assignment to be checked for plagiarism, either by submitting the work for electronic verification or by other means.
  - 4. Final exams cannot be given before their scheduled times. Students need to check the final exam schedule before planning return flights or other events at the end of the semester.
  - 5. Students are to be in compliance with university, school, and departmental policies regarding Whole Person Assessment requirements. Students should consult the WPA handbooks for requirements regarding general education and the students' majors.
    - a. The penalty for not submitting electronically or for incorrectly submitting an ePortfolio artifact is a zero for that assignment.
    - b. By submitting an assignment, the student gives permission for the assignment to be assessed electronically.
- B. School and/or Department Policies and Procedures
  - 1. Oral Roberts University outcomes and College of Education Institutional Standards along with state and national accreditation standards are collected and assessed through the College of Education ePortfolio processes.
  - 2. Assessment Requirements  
Course specific artifacts are submitted into ePortfolio. A College of Education approved ePortfolio is a requirement for all College of Education Candidates.
  - 3. Independent Study, Dissertations, or Internships
    - a. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if a student copies more than three consecutive words** written or spoken by another, the student must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.

- b. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - c. Credit for any independent study must be earned/completed in the semester in which the student is enrolled. (Exceptions may be petitioned in cases of severe illness/emergencies.)
  - 4. In-Class Studies (or All Other Studies)
    - a. Class attendance is an absolute **must** for the student to gain full benefit from his/her enrollment. Absences affect the student's grade. Any student leaving class before dismissal or coming late will be marked absent. Extended illness will be handled on an individual basis and will require verification from a doctor.
    - b. Students who miss class for university-sponsored activities must present an administrative excuse form with appropriate signatures prior to the event and must not miss if committed to a class presentation or exam. If participation in the event is voluntary, the student will not be permitted to do make-up work nor complete an exam missed.
    - c. Cheating in any form, including plagiarism, will not be tolerated. Any student caught cheating will receive a zero for that exam and/or risk receiving an F for the course. *Merriam-Webster's Collegiate Dictionary* defines plagiarize as "to steal and pass off (the words of another) as one's own." In standard academic practice, **this means if you copy more than three consecutive words** written or spoken by another, you must acknowledge the source of these words by using the proper reference notation as dictated by the *Publication Manual of the American Psychological Association*, 6<sup>th</sup> edition.
    - d. **Absolutely no** research involving human subjects may be performed until **full** approval of the Institutional Review Board has been obtained. Any such research done prior to approval of the IRB will be null and void and may carry a federal penalty.
    - e. This particular class includes several field trips. Please wear comfortable attire and good walking shoes.

C. Course Policies and Procedures

- 1. Evaluation Procedures
  - Grading:
  - Classroom Dialogue and Group Activities                      30%
  - Classroom Attendance and Punctuality                              5%
  - In-Class Examinations and Projects                              25%
  - Preassignment    20%
  - Postassignment    20%
- 2. Whole Person Assessment Requirements
 

The School of Education has no Whole Person Assessment Requirements. However, the Oral Roberts University outcomes are reflected through the School of Education Institutional Standards.
- 3. Other Policies and/or Procedures
  - a. Please dress comfortably. This modular class **may** also include the following field trips:
    - (1) Local shelter for children
    - (2) Greenwood Cultural Center and Museum

- (3) Hebrew museum on the Zarrow Campus
- (4) Chinese museum
- b. **Preassignment: Due 4 weeks prior to the beginning of class.**
  - (1) All materials must be read prior to coming to the modular.
  - (2) A one-page reflection paper of each article/book read.
- c. **Postassignment: Due Monday, October 29, 2012.**  
 The postassignment will include a 10-page paper on the culture of poverty and how to “level the academic playing field” for students living at or below the poverty level. Please use APA format with at least 10 references.

The postassignment must be emailed on or before October 29, 2012, to:

**stapp@oru.edu**

**with delivery confirmation so that when the professor opens your e-mail, you automatically receive confirmation. Your grade will drop one whole letter for each additional day after the date due. If received later than three days, you will not pass this course. No incomplete grades will be given. Please remember, you cannot pass this class with incomplete assignments.**

#### VI. COURSE CALENDAR\*

Session	Topic
1	Overview and discussion of cultural competence Teachers as cultural beings People with Abilities/Disabilities
2	Greenwood Museum and “Black Wall Street” White American/Gender Issues Special Need Students/Sexual Orientation
3	Sherwin Miller Jewish Museum High School/Higher Education Globally Minded
4	Effective Teaching Methods Perspective Transformation Leading to Transformed Emancipatory Educators and Administrators Final Exam

\*Tentative

**Course Inventory for ORU's Student Learning Outcomes**  
**GPED 823—Group Relations/Multicultural Education**  
**Fall Module**  
**October 2-5, 2013**

This course contributes to the ORU student learning outcomes as indicated below:

**Significant Contribution** – Addresses the outcome directly and includes targeted assessment.

**Moderate Contribution** – Addresses the outcome directly or indirectly and includes some assessment.

**Minimal Contribution** – Addresses the outcome indirectly and includes little or no assessment.

**No Contribution** – Does not address the outcome.

The Student Learning Glossary at <http://ir.oru.edu/doc/glossary.pdf> defines each outcome and each of the proficiencies/capacities.

	<b>OUTCOMES &amp; Proficiencies/Capacities</b>	<b>Significant Contribution</b>	<b>Moderate Contribution</b>	<b>Minimal Contribution</b>	<b>No Contribution</b>
<b>1</b>	<b>Outcome #1 – Spiritually Alive Proficiencies/Capacities</b>				
1A	Biblical knowledge		<b>X</b>		
1B	Sensitivity to the Holy Spirit		<b>X</b>		
1C	Evangelistic capability		<b>X</b>		
1D	Ethical behavior	<b>X</b>			
<b>2</b>	<b>Outcome #2 – Intellectually Alert Proficiencies/Capacities</b>				
2A	Critical thinking	<b>X</b>			
2B	Information literacy	<b>X</b>			
2C	Global & historical perspectives	<b>X</b>			
2D	Aesthetic appreciation	<b>X</b>			
2E	Intellectual creativity	<b>X</b>			
<b>3</b>	<b>Outcome #3 – Physically Disciplined Proficiencies/Capacities</b>				
3A	Healthy lifestyle			<b>X</b>	
3B	Physically disciplined lifestyle			<b>X</b>	
<b>4</b>	<b>Outcome #4 – Socially Adept Proficiencies/Capacities</b>				
4A	Communication skills	<b>X</b>			
4B	Interpersonal skills	<b>X</b>			
4C	Appreciation of cultural & linguistic differences	<b>X</b>			
4D	Responsible citizenship	<b>X</b>			
4E	Leadership capacity	<b>X</b>			

This course specifically addresses the ORU College of Education Institutional Standards: 1, 2, 3, 4, 6, 7, 8, 9, 11, 12, 13, and 16.